

# UBEA

*Business Education*

# *Forum*

JANUARY, 1950

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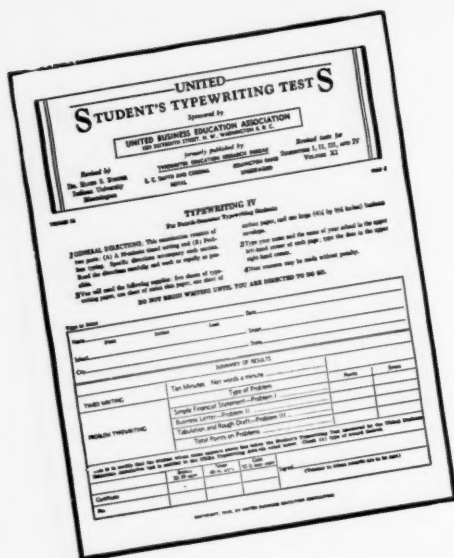
UNITED BUSINESS EDUCATION ASSOCIATION

*In This Issue*

*Modern Teaching Aids*

- FARMER
- HOSLER
- LANZA
- MOULTON
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A DEPARTMENT OF THE NATIONAL EDUCATION ASSOCIATION



## VOLUME XII (1949 Revision)

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The United Business Education Association is the amalgamation of the Department of Business Education of the National Education Association and the National Council for Business Education. The Department of Business Education was founded July 12, 1892 and the National Council in 1933. The merger of the two organizations took place in Buffalo, New York, on July 1, 1946.

Contents of UBEA FORUM are listed in Business Education Index and Education Index. Articles published in UBEA FORUM are the expressions of the writers and are not a statement of the policy of the Association, unless established by a resolution.

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BUSINESS MACHINES AND SUPPLIES DIVISION



# UBEA

1201 SIXTEENTH STREET N. W., WASHINGTON 6, D. C.

Headquarters Notes  
January, 1950

Dear Business Teacher:

The Services of UBEA are moving forward at full speed as we enter the New Year. Our membership count tops all previous records for this date by 600 . . . Six state and more than 300 local FBLA chapters have received charters . . . Forty-three local, state, and regional associations are now affiliated with UBEA and are cooperating to make business education strong on all fronts . . . UBEA Divisions anticipate record attendance at the Atlantic City meeting . . . The National Business Entrance Tests program is on the debit side of the ledger for the first time since the joint UBEA-NOMA program was launched . . . Students Typewriting Tests are being used in more schools than ever before . . . And, UBEA is in continuous action to promote, interpret, and analyze the factors affecting business education for school administrators, business executives, and the public. As we see it, there is ample justification for the confidence and enthusiasm evident in the prospects for UBEA in 1950.

\* \* \* \* \*

"Viewing the nation as a whole, the school year 1940-50 will continue to be a period of strain and stress for the public schools," according to the report of a national survey just released to the public by the NEA Division of Research. A lack of qualified classroom teachers and insufficient buildings to house steadily increasing enrollments continue as the two major nation-wide school problems. The building shortage is especially ominous for secondary schools when consideration is given to the ultimate effects upon them of the enlarged enrollments now passing through the elementary schools.

The same report reveals that the national average salary for the instructional staff is estimated at \$2,985 for 1949-50, compared to an average of \$2,750 a year ago. The estimated average salary of \$2,985 for this year has a pre-war purchasing power of \$1,760.

\* \* \* \* \*

The National Commission on Teacher Education and Professional Standards continues to work diligently to secure (1) beginning salaries of \$2,400 or more a year for the four-year college graduates without teaching experience but professionally prepared to teach, and (2) annual salary increases which meet the following criteria:

- a. Annual salary increases should start with the second year of service.
- b. The increases should bring each teacher's salary to a level at least twice that of the initial salary within fifteen years.
- c. Increases provided in the schedule for teachers with additional education, successful experience, and proved usefulness to the community should be sufficient to bring the level to \$6,000 or more.

Principles of salary scheduling recommended by the Commission are intended to provide compensation on a professional level. The problem of achieving professional salaries for teachers is one of the six areas for consideration in regional conferences which will be held by the Commission in January and February.

\* \* \* \* \*

The Winter (Administrators') issue of THE NATIONAL BUSINESS EDUCATION QUARTERLY has been distributed to UBEA professional members. Regular members of the Association may purchase this issue of the Quarterly for one dollar a copy. Through a cooperative arrangement with the National Association of Secondary-School Principals, the entire contents of the November, 1949, Principal's BULLETIN on "The Business Education Program in the Secondary-School" was incorporated in the Winter Quarterly. Orders for the Quarterly should be placed with the UBEA Executive Secretary.

\* \* \* \* \*

April, May, and June have been designated as "NBETests Months" by the Joint Committee on Tests of the National Office Management Association and the United Business Education Association. The National Business Entrance Tests are designed to determine

## HEADQUARTERS NOTES

job proficiency in stenography, typewriting, bookkeeping, clerical, and machine calculation jobs. The examinee takes a skill test (stenography, typewriting, or others) and a business information test. The tests require approximately two and one half hours. A certificate of proficiency is issued to those who are successful. The charge of one dollar includes a skill test, the fundamentals test, and correction service.

If you are not participating in this tests program through a center in your school or locality, you may establish a center now and secure the services of this nonprofit activity for your students and your school. A bulletin which describes the NBET program may be secured for the asking. Write UBEA Headquarters Office.

\* \* \* \* \*

"Foreign Employment Opportunities for United States Teachers," a seven-page overview of the teacher-exchange program, is now available without charge from the NEA Committee on International Relations, 1201 Sixteenth Street, N. W., Washington 6, D.C. The leaflet includes a discussion of the plans now operating between Britain, Canada, France and the United States, and the opportunities for U. S. teachers in Latin America, in the occupied areas and in American territories and possessions. The report presents a summary of the most important facts and procedural information for teachers who may be planning to participate in the exchange program.

\* \* \* \* \*

You will be interested in the report of the Joint NBTA, EBTA, UBEA Committee which appears on page 44. Last year 10,000 business teachers held membership in one, two, or all of these organizations. Unified membership in business teacher organizations is being urged by forward looking business educators from coast to coast. Under unified membership each association would retain its identity, but concentrate on those objectives in which it can render the greatest service without duplication of effort and expense to its members. A business teacher in Georgia reported that within the past weeks he has been urged to join NBTA, EBTA, and the Southern Business Education Association which is an affiliate of UBEA. Like thousands of other teachers in our field, he believes that unified membership in his state, regional, and national association is a worthy goal to which all business education organization should subscribe.

\* \* \* \* \*

It is recommended that you supplement the feature section of this issue of the FORUM by reading the report on "What Schools Want in Sponsored Films" by Thomas H. Briggs, Director of the Consumer Education Study of the NASSP. Dr. Briggs' report appeared in the April 1948 issue of the BULLETIN of the National Association of Secondary-School Principals. Many questions raised by teachers concerning sponsored films are answered in this twelve-page article.

\* \* \* \* \*

It is most gratifying that educational directors of many businesses are coming to educators to determine what materials are usable and to seek cooperation in the preparation of aids for the classroom teacher. For example, the Civil Aeronautics Administration and the AASA in cooperation with businesses and agencies interested in aviation are holding a series of conferences at NEA headquarters to discuss with staff members and other educators the teaching materials which should be developed in presenting aviation activities to pupils enrolled in business subjects, social studies, science classes and the like. UBEA is participating actively in this series of conferences. Such cooperation between education and business can make sponsored aids acceptable and of increasing value to the teacher.

\* \* \* \* \*

As you turn through the pages of this magazine, please jot down and send to me any ideas you have for Volume V (1950-51). Take note of advertisers as well as contributors, format, and the like. UBEA FORUM is your magazine - you write for it, you edit it, and you read it. When additional income is secured through the sale of advertising space you will share in the profits through expanded services because you plan and produce UBEA FORUM. In brief, you and 6,000 other business teachers own and publish the FORUM. Let's study this enterprise until we are saturated with honest enthusiasm for the things it will do for the in-training business teacher, the new teacher, the apathetic teacher, the alert teacher, the advertiser, and the administrator. Then having achieved full professional stature, let's turn to our major objective - better business education for all.

Hollis Guy, Executive Secretary



## *Business Education* **Forum** Editorial Statement

It is true that we have many urgent problems in business education. We are concerned with guidance and selection of students, with curriculum evaluation and revision, with testing and development of standards, with development of better community and human relations, with unexplored areas such as adult work and finally with the improvement of techniques and method of instruction in all phases of business education. One way of improving our instruction is by the effective use of pertinent teaching aids. If you are teaching shorthand, typewriting, bookkeeping, clerical practice, distributive education, business English, business mathematics, business law, business economics or any other basic business subject, you can improve your own efficiency as an instructor by utilizing effective teaching tools.

The use of proper teaching aids increases efficiency because: [1] They enable teachers to arouse student interest; [2] Help students remember more information over a longer period of time; [3] Get similar results from different instructors; and [4] Enables teachers to achieve established standards in less time.

**WHAT ARE TEACHING AIDS?** Teaching aids are devices and techniques which may be used to present information to a student or a group in the most effective manner. They may be purchased, borrowed or prepared by the student or teacher. Teaching aids are numerous. They include such items as the blackboard, bulletin boards, charts, graphs, maps, diagrams, posters, flash cards, objects, specimens, models, dioramas, field trips, opaque projector materials, slides, filmstrips, sound slidefilm, motion pictures, tape, wire and record recordings, radio and television. These are only a few of the many teaching aids that may be used in business education.

**WHY ARE ONLY A FEW OF OUR TEACHERS MAKING USE OF TEACHING AIDS?** Even though the value of teaching aids has definitely been established and accepted, it seems that only our better teachers are able to secure and make use of them. The following reasons are usually given for not using teaching aids more frequently: 1. lack of funds to purchase equipment; 2. poor content of many prepared teaching aids; 3. difficulty in securing teaching aids in time for use in specific lessons; 4. lack of ability to use and operate equipment.

These reasons for not using teaching aids are partially valid. However, I should like to comment briefly on each one.

1. The lack of funds is not new in school business. It is difficult to find a school system that has all the money

it needs, but on the other hand many principals and school superintendents have indicated that they do have small sums of money that could be used for such purposes but they have not received any requests for material of this nature from the teachers. Secondly, there is a vast amount of material that may be secured free of charge in the community or from other sources. This material is available for the asking but too few of our teachers make use of it. Thirdly, many valuable teaching aids can be made from inexpensive materials by the student or teacher right in the classroom or in the school shop. This requires much creative thinking and little cash. Finally, remember that at one time there were not even funds available to buy textbooks, but fortunately this has been overcome in most states—so keep sending in your requests.

2. In reference to the "poor content" complaint, it is true that some teaching aids such as filmstrips and motion pictures might not in their entirety agree with your point of view. However, it is not necessary to show the film. Just use those portions of the motion picture or the frames of the filmstrip which you feel are pertinent. It is not necessary to show a complete film in a class presentation. Secondly, it is relatively simple to prepare your own slides, filmstrips, motion pictures, and opaque projector materials. In this way you can select the exact content you wish to use.

3. Many teachers are experiencing difficulty in securing materials ordered on time primarily because they did not request the material at an early date. One way to avoid this is by checking your teaching plans early in the year and placing orders for materials even before school opens. At least allow 30 to 60 days for delivery.

4. Many teachers avoid using certain teaching aids in the classroom because they lack confidence in their ability to handle the equipment. This is justifiable because the majority of teachers are not trained to operate and use teaching equipment. This has been a weakness in our teacher-training institutions in the past. However, the trend today is to incorporate this type of experience in the teacher training program. Remember a surgeon without tools would do a poor job—a teacher without proper teaching tools is in the same category.

During the year our contributors have brought you many ideas, techniques and teaching tools. In this issue some of our other outstanding business education teachers give you a wealth of ideas on how to increase your teaching power by the use of modern teaching aids.

HARRY Q. PACKER, *Issue Editor*



# Typing Authorities Heartily Welcome

ROYAL'S NEW SCHOOL FILM, "RIGHT—AT THE START"



**Says Dr. Jessie L. Graham**, Supervisor of Business Education, Los Angeles City Board of Education, "I am sure that if a set of these films could be kept in each typewriting room and used as intended, the pupil would get the right start."

"In my opinion, this is a valuable supplementary aid to the teaching of beginning typewriting."



**Says Dr. Dorothy H. Veon**, Executive Officer, Department of Secretarial Studies, George Washington University, Washington, D. C., "The new Royal school film, 'Right—at the Start,' is an excellent teaching and learning device. It is a classroom visual aid that will stimulate the interest of students and will hasten their progress in mastering initial typing techniques."



**Says Miss Ivy A. Monk**, Assistant Professor of Typewriting and Office Practice, Drexel Institute of Technology, Philadelphia, "This is to express our thanks in behalf of the teachers and students of the Typewriting Department for the use of your splendid Typewriting Film, 'Right—at the Start'... the film is a Masterpiece!"

**You will want to use** this effective, dynamic teaching aid as soon as possible. Because of its wide acceptance, "Right—at the Start" should be booked promptly.

This supplementary teaching aid (16 mm., b&w, sound, 6 reels) speeds up learning, reduces the strain of teaching, puts enjoyment into learning, and is the first film to present step by step the process of teaching initial typing techniques.

—SEND IN COUPON NOW!—

**ROYAL TYPEWRITER CO., INC.**

2 Park Ave., Dept. SA-4, New York 17, N. Y.

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I wish to rent "Right—at the Start," \$18.75 for 3 weeks beginning..... Rental cost may be applied to purchase price if prints are ordered immediately after rental.

☐

I wish to purchase "Right—at the Start" for \$99.68.

SCHOOL.....

ADDRESS.....

BY.....

CITY..... STATE.....

# THE Forum

## Bulletin Board Displays for Use in Teaching the Business Letter

*Although the collection and arrangement of illustrative materials takes a little time, the results more than compensate for the trouble.*

By MARY W. WEBB  
Illinois State Normal University  
Normal, Illinois

The bulletin board is one of the most valuable visual aids in the business education classroom, but it is very seldom used to its full potentialities. Some teachers use it effectively in making a display of the pupils' work, thus giving credit for assignments well done. Some exhibit progress charts, or posters showing the results of contests or games; some display cartoons, jokes, quotations, or articles on good grooming or office etiquette. These are very effective means of motivation and of teaching so far as they go. By presenting instructional or illustrative material on the bulletin board, the teacher can also help the pupils review lessons taught previously or can give new information to them. The purpose of this article is to show how materials for six displays on the business letter can be used in secretarial office practice.

### The Simplified Letter

Before composition of letters is discussed, there is need for a review of the various letter styles. Exhibit No. 1 shows a bulletin board display of model letters. The styles of letters presented are the modified or semiblock letter with blocked paragraphs, the modified block with indented paragraphs, the indented letter, and the pure block letter. In the center of the poster is shown the new simplified letter as recommended by the National Office Management Association and a copy of the suggestions which the association gives for writing the simplified letter. These directions are repeated here with the permission of NOMA:

1. Use extreme left block format
2. Place date in top position on left-hand margin
3. Type name and address in block style at least three spaces below date (for use in window envelope)
4. Omit the formal salutation
5. Subject heading should be typed in capitals at least three spaces below address

6. Use a double space between paragraphs
7. Indent questions, listings, or like items in the body of letter five spaces from left margin, except when preceded by a number or letter
8. Omit period after number or letter used in an outline form
9. Omit the complimentary close

*(Continued on next page)*

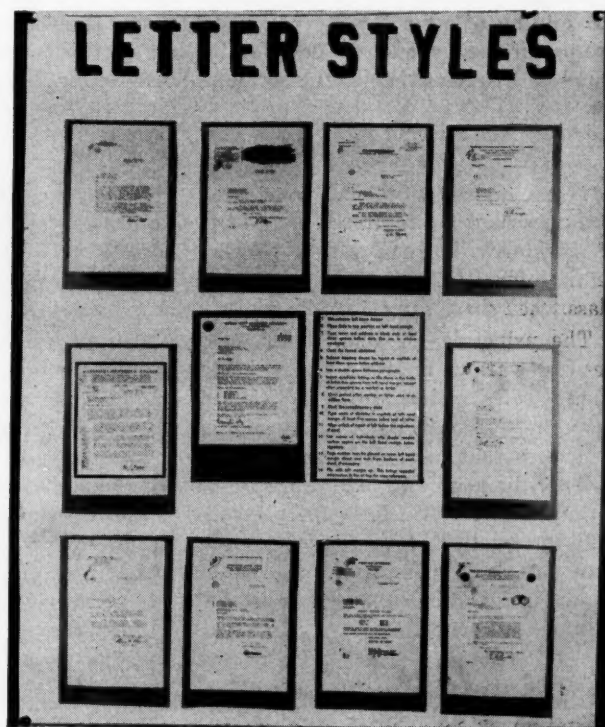


EXHIBIT 1

10. Type name of dictator in capitals at left hand margin at least five spaces below end of letter
11. Align initials of typist at left below the signature, if used
12. List names of individuals who should receive carbon copies on the left hand margin below signature
13. Place page number on lower left hand margin about one inch from bottom of each sheet, if necessary
14. File with left margin up. This brings essential information in line at top for easy reference

Several other letters are given to show variations in format, such as: (1) single-spaced inside address and double spacing in the body of a short letter (under 50 words), (2) an adjustment in arrangement because of the nature of the letterhead, (3) the typing of a long firm name on two lines in the ending of the letter, (4) the position of the attention and subject lines, and (5) adjustments made necessary because of tabulated or quoted material of more than five lines in the body.

#### Insertion of Letter in the Envelope

The folding of the letter is shown in Exhibit No. 2. Miniature letters are again used and envelopes of approximately the correct proportions are made. The rules for folding a letter for the 6 $\frac{3}{8}$  and 6 $\frac{1}{4}$  size envelopes are pictured on one card, those for folding a letter for a No. 9 or No. 10 envelope on a second, and those for folding a letter for a No. 9 or No. 10 window envelope on the third. In making the window envelope waxed paper is inserted for the window.

These model letters showing various styles of format and directions for folding letters written on various sizes of stationery, have proved to be very helpful not only in the office practice class but also in the typewriting class when the typing of the business letter is introduced.

The principles of good letter writing, the difference between various kinds of letters, and the actual composition of sales, order, application letters, and the like are *made more understandable* by having the pupils bring in letters that have come into their homes and by discussing the good and bad points of some of these. These letters may be used later in the study of the letterhead and the quality of the paper. After this phase of the unit has been completed, the bulletin board display shown in Exhibit No. 3 is used in the study of the selection of stationery.

#### Selection of Stationery

Stationery may be of sulphite pulp or may contain from 25 to 100 per cent rag content. Bond paper with

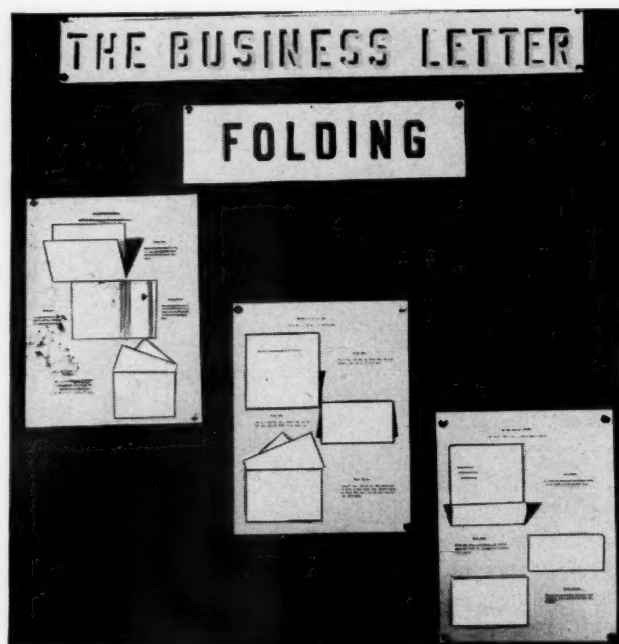


EXHIBIT 2

rag content holds its color better and is more durable than bond paper made of sulphite. The weight or substance, as it is often called, is determined by the weight of one ream of paper cut to 17 inches by 22 inches. In a 20-pound substance 500 sheets, 17 inches by 22 inches, weighs 20 pounds. The substance used for stationery varies from 13 pounds to 24 pounds, with substances 16 and 20 the most commonly used weights.

Two things must be taken into consideration in deciding on the degree of durability of the paper to be used: One is the length of the retention period, and the other the amount of handling necessary. Sulphite bond may be used if retained less than five years with little handling. Up to 50 per cent rag is satisfactory if retained no longer than 15 years with severe handling, or up to 40 years with fairly active handling. Bond paper of 100 per cent rag content may be retained up to 75 years with severe handling if all new white rags are used. This information is presented on the paper shown in the center of Exhibit No. 3.

Shown here are samples of various finishes of stationery in substances 13-, 16-, 20-, and 24-pound in 25, 50, 65, 75, and 100 per cent rag content and 100 per cent sulphite (for inter-office communications). Some of these are also obtainable in the colors ivory, canary, blue, buff, green, goldenrod, and gray. Seeing these colored papers



*"The bulletin board . . . is very seldom used to its fullest potentialities."*

opens up the question of when colored stationery may be used.

#### Carbons

Carbon copies of letters are very valuable in an office. Therefore, consideration must be given to the kind of manifold paper used as well as to the quality of the carbon paper. Onionskin paper comes in the same grades as stationery. Its selection is partially based on the permanency and durability desired. The number of carbon copies desired also determines the weight of the onionskin to be selected. When from 8 to 10 copies are needed in addition to the original, 7-pound onionskin should be used; 9-pound paper will make from 6 to 8 good typewritten carbon copies; 13-pound paper can be used to make 4 or 5 copies; 16-pound will make 3 or 4 good copies; and if only 2 or 3 carbons are desired, 20-pound paper is satisfactory. Shown in picture No. 4 are erasable onionskin, both onionskin and sulphite in yellow, and one sample of paper with the word "copy" printed on it. The word "copy" is often printed diagonally across the paper.

Carbon paper comes in several weights. Light weight (4-4½ pound) may be used for manifolding where many copies at one writing are required; medium weight (5-6 pound) is used where fewer copies are desired at one writing than can be made with light weight; standard

(7 pound) is for general correspondence work when from one to four copies are desired; and heavy weight produces one good copy.

There are other things that must be considered in the selection of carbon papers besides the weight of the carbon paper stock. These are: the kind of typewriter one is using (whether it is a standard, noiseless, or electric machine); the finish of the carbon paper (hard, medium, or intense); the touch of the typist; and the degree of hardness of the platen.

Various weights of carbon paper are also shown in Exhibit No. 4. Because of the tendency of all weights of carbon paper to curl, it is necessary to put a piece of tissue paper over each piece of carbon. On several of the samples this tissue paper has been lifted to show the carbon. This carbon paper must be unfastened at the bottom so pupils can feel the weight of it.

#### Envelopes

A few of the various types of envelopes are illustrated in Exhibit No. 5. Here are displayed the No. 6¼ to be enclosed in a No. 6¾ or No. 10, a No. 9 envelope to be used as an enclosure, an air-mail envelope, a business reply envelope, and finally a postage-saver envelope with flap at bottom for use in the automatic mailing machine. Another display could be made to show the position of the address on the various sizes of envelopes.

*(Continued on next page)*

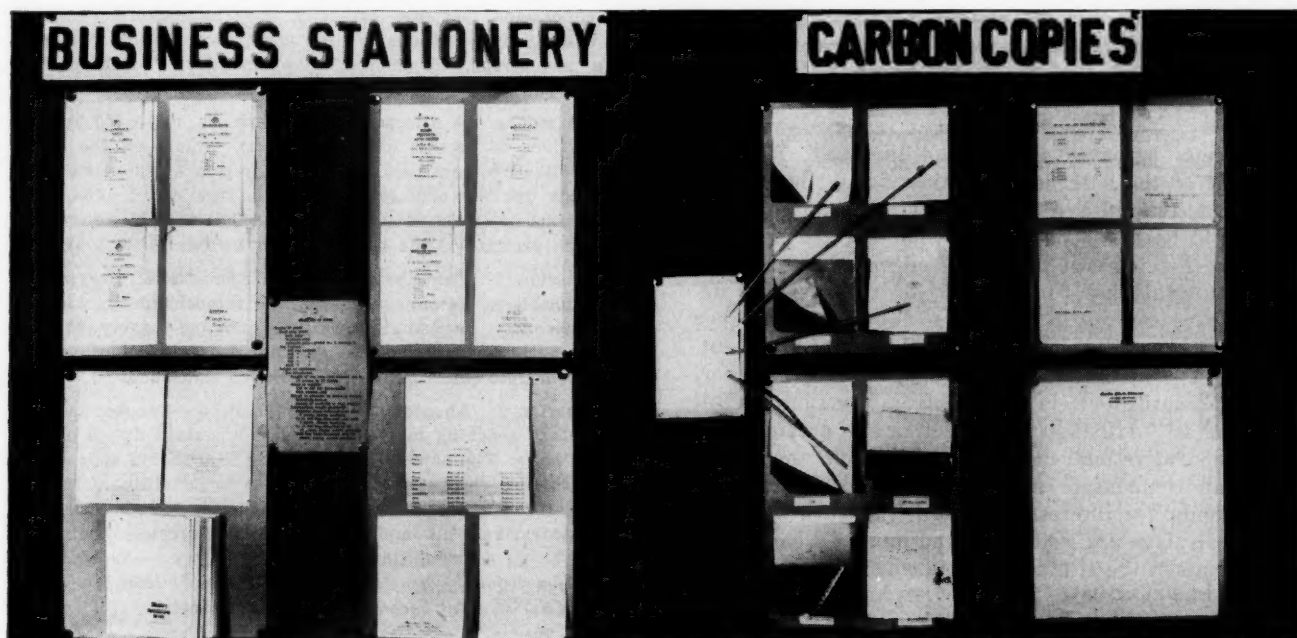


EXHIBIT 3

EXHIBIT 4

"Both teachers and students are interested in bulletin board displays."

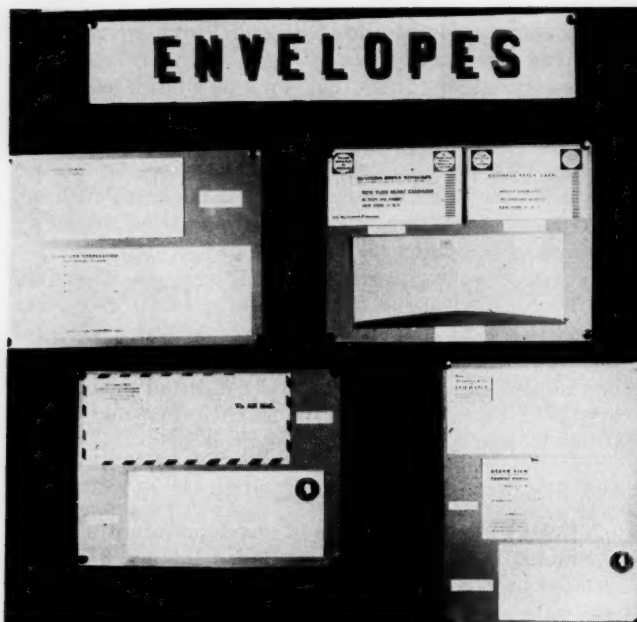


EXHIBIT 5

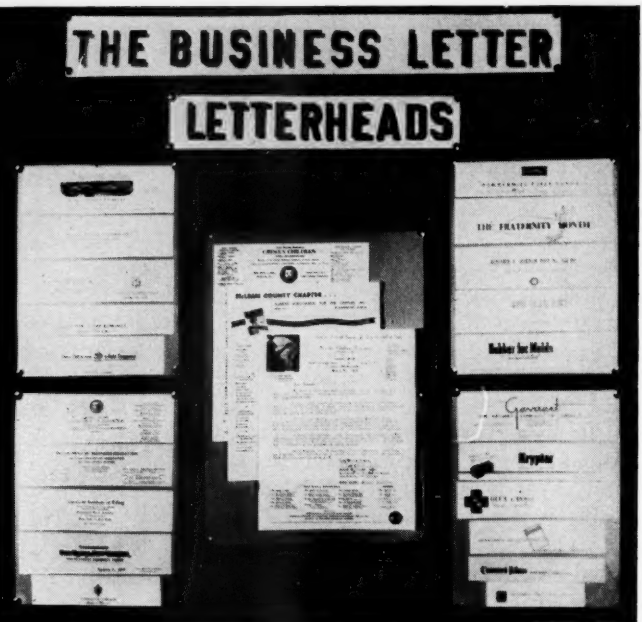


EXHIBIT 6

#### Letterheads

Exhibit No. 6 shows a sampling of engraved and printed letterheads. Engraved styles are used for the more or less formal type of business. The stationery of many organizations whose officers are serving without pay contains the names of these officers either at the top, the bottom, or the side of the paper. A sample is shown of each of these styles. In addition to studying this display, the letterheads brought in by members of the class may be passed around and discussed. Through this study of the letterhead the class should be able to know what constitutes a good letterhead, what information should be found on it, and what are the deciding factors in the choice of printed or engraved letterheads.

The materials used in making all the displays described above are contrasting colors of construction paper for lettering, the Stenso lettering guide, rubber cement, samples of stationery, carbon and manifold paper, and the miniature letters selected from the Library Bureau filing set. Although the collection and arrangement of the illustrative materials take a little time, the results more than compensate for the trouble. Both teachers and students are interested in bulletin board displays. If these displays are well organized and well captioned, they will assist the student in remembering what is discussed in the classroom. Probably the highest amount of motivation can be attained when the students help to collect the display materials and to arrange them artistically.

#### CRITERIA FOR COMMERCIAL AIDS

"Business at great expense is offering to schools a wide variety of teaching aids exhibits, charts, posters, maps, recipes, pamphlets, books, and films. The reasons for these offerings, the educational purposes to which they may contribute, and the validity of objections to their use are considered at length in a monograph, 'Commercial Supplementary Teaching Materials,' published in 1944 by the Consumer Education Study.

"This monograph also presents two criteria, approved by representatives of schools and of business, which, on the other hand, will direct business in the preparation of supplementary materials for educational use, and, on the other hand, will guide teachers in the selection of those that they may ethically use with promise of the best results. The two criteria are:

"Criterion 1. 'Contribution to the Educational Program'—To be usable in classrooms, commercial supplementary teaching materials must contribute positively and effectively to promoting without distortion the educational program approved by the responsible educational authorities of the school.

"Criterion 2. 'Absence of Sales Promotion'—Commercial supplementary teaching materials must not contain direct promotion of sales. The name of the donating firm should appear, but not with such emphasis or repetition as to subordinate the educational content, and it is also permissible for the donor to list unobtrusively his important products or services. But there should be no boastful claims to buy or to try."—Reprinted by permission from the April, 1948 issue of *The Bulletin of the National Association of Secondary School Principals*.

<sup>1</sup>Single copies of the report may be obtained free of charge on application to the Consumer Education Study, National Association of Secondary-School Principals, 1201 Sixteenth Street, N.W., Washington 6, D. C.

## How to Show a Motion Picture in the Typewriting Classroom

*A film, if properly used, will pay large dividends in terms of improvement in teaching-learning situations in typewriting.*

By PRISCILLA M. MOULTON  
Bryant College  
Providence, Rhode Island

A film, if properly used, will add a great deal to a lesson. It will supplement the teacher's instruction and demonstration, help the student remember it longer, arouse interest, and bring to the classroom that which the student might not otherwise have the opportunity to experience.

The film has become so much a part of the entertainment world that young people expect quite a bit from it. We must, therefore, be very careful in the selection of a film to make sure that it is up-to-date and yet a real *teaching device* and not just idle entertainment.

### Suggested Procedure

The following is a suggested procedure relative to the selection and showing of a film:

1. Decide what techniques you want to have illustrated; then select your film accordingly. Films should be closely correlated with the lesson; otherwise, they are of questionable value. For information relative to typewriting films, consult sources such as "The Education Film Guide" by the H. W. Wilson Company, New York City, or the brochure, "A Directory of Film Evaluations," compiled by Kappa Chapter of Delta Pi Epsilon at the University of Michigan, Ann Arbor, Michigan.

2. Order your film as far in advance as possible to insure the film's being available on a particular date.

3. Preview the film. Make a list of the pointers and techniques which you want your students to notice. They will be able to observe much more intelligently if they know exactly what they should study.

Rather than introduce an entirely new technique in a film, it might be well for the teacher to give the initial instruction and follow it up with a film. In this way the students can also observe the film much more intelligently and have a better idea of what it is that they should observe.

4. Arouse the students' interests. Very often our students have had unfortunate experiences connected with

seeing films so that they may not care at all about seeing one. Let them know that the film is *directly* connected with their work and that a different approach to a particular phase of the lesson may be just what they need to attain vocational proficiency along that line.

Capitalize upon that enthusiasm and do not squelch their spirit by giving an exam or quiz following the film. *After* you have followed the film with an adaptation of the procedures shown, and *after* the techniques have been thoroughly taught and practiced for mastery—*then and only then*—it is time to test. Why not teach *before* testing?

5. Check on the following details previous to the showing:

- a. Threading the film into the projector
- b. Focusing the film on the screen
- c. Adjusting the volume of the loud speaker
- d. Darkening the room sufficiently so that the picture will be clear
- e. Checking the lenses to make sure that they are speckless

6. Follow-up of the film:

- a. Discuss the highlights; have a practical application soon after showing the film. Have as little discussion as possible. "More paw work and less jaw work" is particularly applicable to a skill subject such as typewriting.
- b. Reshow the film if desirable.

7. Return the film to the company as soon as possible after the showing. If the film is rented, it will not only cost just that much more, but it may cause another school which planned to use it at that time, a great deal if inconvenient.

A motion picture, as the phrase connotes, depicts *motion* and therefore is particularly valuable in a skill subject such as typewriting, since a close-up may show the various parts of the machine in operation and the finger patterns from one key to another.



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*"The soundfilm is decidedly a contributing factor in the development of correct stroking."*

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In addition, a motion picture can illustrate the use of the service mechanisms by touch:

- a. Rapid carriage throw
- b. Spacebar
- c. Margin release
- d. Tabulator\*
- e. Shift key and lock
- f. Backspacer

The students then can see why certain activities will add to general vocational output of a day's work—why, for instance, materials well organized will add to the efficiency, or why the use of service mechanisms by touch will add to the ultimate speed and vocational output. It all goes back to the principle that "seeing is believing."

The sound film is decidedly a contributing factor in the development of correct stroking. Students naturally imitate what they see. In typewriting, as in shorthand, we have pupils who learn mainly through the eyes, the ears, or a combination of both. Some students, therefore, may find that listening to the correct stroke may help them more than seeing it. "Does my stroke sound like the expert's?" a student will ask himself. One type of student can analyze stroking in terms of *hearing* the stroke, whereas another can analyze it in terms of seeing the correct stroke.

#### Further Advantages

College students enrolled in typewriting methods classes would profit from having an opportunity to learn how to preview. Why not let them help you preview one before they go out into the teaching profession and have to preview on their own? Then they would also get a thrill out of visiting your typewriting class when you show the film. To think that they had actually had a part in planning the lesson would really make their chests swell with pride, and it would be a teaching-learning situation for them, as well.

#### Preparing the Class for the Film

Let us suppose that we have a remedial class in typewriting and that we should like to find a film that would stress the all-important aspect of correct work habits as being fundamental to speed and accuracy. We have decided to show the film, *Ready to Type*, having looked over the various film listings with this purpose in mind. This is a short 10-minute film which will be used, in this case, as a remedial device in the hope that many of the students can correct faulty techniques by observing the film closely.

\*The students can see the difference between the touch of this mechanism and that of the keys; rather than striking the tabulator it must be held firmly down until the carriage has reached the proper stop.

It is preferable to preview a film before showing it to a class, but if this is not possible, then the only alternative is to study the summary of it in a film catalog and tell the students in our own words the purpose of the film and what they should notice especially.

We might use an approach similar to the following:

"You are about to see a film, *Ready to Type*, which you will not only enjoy, but which you will find helpful in showing you how to improve your techniques so that you'll be off to a better start.

"Striking the keys is only one phase involved in our typing speed, but there are many other factors such as having our materials organized within easy reach, a quick paper insertion, a rapid carriage throw, use of the backspacer, the tabulator, and other service mechanisms by touch. (A teacher-demonstration emphasizing these points would be excellent prior to the showing of the film.) You will have an opportunity to see in this film just how such skills may be developed.

"There are two students in the picture, Jane and George. Ask yourself as you observe their techniques, 'Am I a Jane or am I a George?' (George has mastered the correct techniques from assembling his materials to putting the cover on his machine after he has finished typing, whereas Jane is just the opposite, but she learns how to overcome many of her difficulties by having George demonstrate to her.)

"As you watch the film, think of the different techniques which will make your typing more like that of George." (This will help the students to analyze their own weaknesses and discover which techniques they need to improve.)

Many schools have found it most satisfactory to have the typewriting room equipped to show films so that the class may see the film and then go to a practical application as soon as possible after the showing of the film. Such an arrangement does not only save confusion in having students report to another classroom but does not disrupt any other class. A special feature of this arrangement is the fact that the film may be stopped at any point and students may practice a particular technique before the showing of the rest of the film.

After the showing of the film, ask the students for pointers which they learned from comparing Jane's typing with that of George, and ask why George was able to get a higher degree of speed and accuracy.

"What techniques helped you the most?" There will be a number of responses as the film brings out more than a dozen pointers. As the students think of different techniques which were demonstrated, why not have a student list them on the blackboard? Keep this check list on the board for several days and have the students strive for one or two of these pointers each day until you feel that there is a definite improvement in their

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*"It is preferable to review a film before showing it to a class."*

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techniques. You might place an arrow beside the ones on which you want the class to concentrate for a particular day. It would be far more effective to have them concentrate on just a few pointers each day than to expect them to keep them all in mind as they type. They must improve bit by bit until there is a general fusion of all the techniques.

#### **The Check List**

You might give the students a clue by listing the subdivisions in the check list and then asking for suggestions under each. Your check list might include items such as the following:\*

##### *Preparation of work materials:*

1. Cover of machine
2. Typing paper
3. Typing books; copy material
4. Pencil

##### *Getting the typewriter ready:*

1. Paper guide
2. Line-space regulator
3. Paper-feed roller

4. Ribbon control
5. Insertion of paper
6. Margin stops

##### *Getting yourself ready:*

1. Adjust chair position
2. Use finger gymnastics
3. Check height of typewriter
4. Practice for operative control:
  - a. carriage throw
  - b. shift keys
  - c. space bar
  - d. back spacer
  - e. tab key
  - f. margin release
5. Conditioning practice:
  - a. stroking technique (for sharp quick strokes and immediate release)
  - b. steady flow of typing
  - c. proper response level of typing (stroke level, word recognition level, combination level)
  - d. motionless hands and arms
  - e. relaxed control

To conclude, a film, if properly used, will pay large dividends in terms of improvement in the teaching-learning situation in typewriting.

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\*Coronet Instructional Films Teachers' Guide, "Ready to Type," Page 4, Chicago, Illinois.

## **Materials Arrangement for Improved Production in Typewriting**

*The criss-crossed arms of the girl who with her right hand reached to the left for her eraser and with her left hand reached to the right for the erasing shield, was a laugh and a lesson.*

By HELEN REYNOLDS  
and ANTHONY LANZA  
New York University  
New York, N. Y.

The efforts of businessmen and practical thinkers in business education have for years been directed toward changing outmoded typewriting-production standards in the schools. These efforts have by no means met with complete success though they have been well received by business teachers who are willing to face the fact that students must be trained to meet the real standards of the business world. For years typewriting teachers have been putting imaginary blocks in the way of good teaching. Verbalized, these blocks might be:

"My students just couldn't do any better in limited school hours."

"There is no point in overemphasizing speed. What business wants is accuracy."

"If we train them to type at fifty words a minute with an acceptable degree of accuracy, we have done our job."

These sentiments are being expressed by fewer and fewer teachers in more recent years, but it is imperative that

*"Individual differences are a major aspect of good material arrangement."*

we realize the change has come about slowly and that some resistance still exists.

As is generally the situation, after the need is made evident and the "What needs to be done?" attitude is finally established, the question of "How to do it?" still remains unanswered. Any complete answer to the "How" in production typewriting would involve a long and detailed analysis of those techniques which we have come to think of as basic to good typewriting. With this in mind, we will consider in detail one aspect of the total problem, that of interesting students in the importance of materials arrangement to improve production of business letters.

For most students who have just completed one year of typewriting instruction, ten minutes is barely enough time to type an average (125-150 words) business letter and envelope from unarranged copy. Though they have received instruction in form and punctuation and attractive placement and their straight typing speed averages 35 words a minute or more they certainly fall much below that average when faced with the task of practical application of their skill. Indeed, even after straight typewriting speeds of 75 words a minute have been developed, typists have been found to fall as low as 22 words a minute on production work.

Experience at the university level with a group of advanced typewriting students has shown that enthusiastic interest in materials arrangement will result in the development of greater production speed. The students worked with average length business letters and prepared an envelope for each letter they typed. For the first two days of speed building they prepared only one carbon copy of each letter, but in the final days they were required to supply three carbon copies. In all instances only mailable letters and envelopes were accepted and it was the student's duty to proofread and correct his work.

On the first day of production, before any instruction in materials arrangement was offered, the class average for 15 minutes of typewriting was 1.21 letters and 1.08 envelopes. This timed writing was followed by discussion and experimentation in materials arrangements and on the second day the class average for 15 minutes was 2.13 letters and 1.67 envelopes. This production increase of approximately one whole mailable letter and one-half envelope for 15 minutes of typing is assumed to be due in great part to the improvement in materials arrangement.

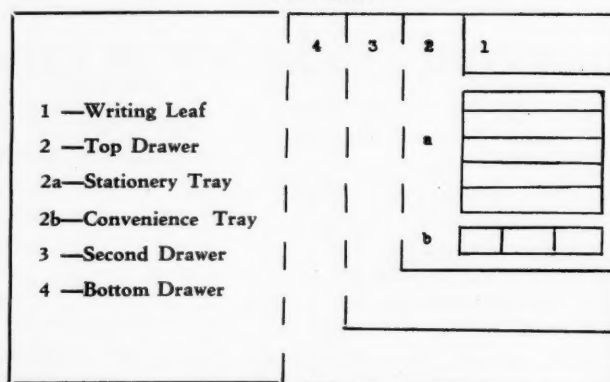
The third production day presented the problem of multiple carbon copies which were prepared without benefit of any previous instructions or directions. The average result was 1.55 letters and .9 envelopes. It is interesting to note that despite the added obstacle of three carbon copies, the average letters completed on the

third day (with the help of improved arrangement of materials) showed some improvement over the 1.21 of the first day when materials arrangement had not been introduced and when the typewriting job was considerably less complicated.

Further improvement in the days that followed may not be said to be due entirely to the single factor of arrangement, for techniques of erasing, materials handling, and other production techniques were discussed, practiced, and applied. While materials arrangement is an appropriate beginning, it was eventually necessary to devote time to production techniques. It appeared that the best learning situation was one in which the initial stages were followed by practical integration of materials arrangement and production techniques. However, by following the procedure which will be described, it was possible, as a beginning, to more than double the business letter production rate of a class of advanced typists.

The production improvement procedure began with the assignment of a series of letters to be typed. No instructions as to form or placement or time allowance were given, but students were instructed to prepare a carbon copy and an envelope for each letter and were told that the assignment was to be completed as quickly as possible. At the end of 15 minutes, when most of the students were in the middle of their second letter (many were still on the first one), their work was interrupted and mimeographed charts similar to the one illustrated were distributed.

**Desk Chart**



Locate on the Chart Any of the Following Materials in Your Possession:

- |      |                                 |
|------|---------------------------------|
| B    | Bond Paper                      |
| C    | Carbon Paper                    |
| D    | Dust Cloth                      |
| EN   | Envelopes                       |
| ER   | Eraser (typing)                 |
| ERS  | Eraser Shield or Equivalent     |
| FCE  | Finished Copy (Envelopes)       |
| FCL  | Finished Copy (Letters)         |
| MISC | Paper clips, rubber bands, etc. |
| OS   | Onion Skin (any second sheets)  |



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*"Individual preferences, like individual differences, should not be overlooked."*

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OC Original Copy (textbook, rough draft, notebook, etc.)  
P Pencil with soft eraser  
PB Personal Belongings (handbags, textbooks, briefcases, etc.)  
SP Pad for noting instructions (scrap paper)  
TC Typewriter Cover and Cleaning supplies  
Please include on chart items in your possession not listed.  
Note here items listed which you do not possess:

#### How to Use the Chart

It is intended that these charts will picture the desks or tables at which the students are working, and that charts used by other teachers will be modified accordingly. Unfortunately, all students do not have individual three-drawer desks with stationery and utility trays, and some must work with a single-drawer or no-drawer table. However, even inferior equipment does not entirely eliminate the possibilities of remarkable improvement in production.

The charts are to be filled out by all students according to the instructions printed on the bottom of each chart. At this point it might be well for the teacher to draw a rough sketch of the chart at the blackboard and go over with the students each item of equipment listed in the key. In this way, the class will be certain to check through all the materials.

It is at this early stage of the process that students begin to realize that efficient typewriting is something more than just punching keys. For instance, as the teacher calls for locating the erasing shield on the chart, those who do not have shields will look about the room and see others recording the location of the shield and feel, perhaps for the first time, that they should have one. This is a step toward the final effect for which the teacher is working. It is the first result of an attempt to get away from requiring students to have their materials, and it indicates progress toward that time when students will feel that they *want* to have the necessary tools.

The students are to be instructed next to indicate, in the space provided, listed items they do not possess. They must be reminded also to write in on the chart those items in their possession which are not specifically listed. This information is not for the teacher, but rather it is to provide an accurate record for the student which will indicate any unnecessary cluttering of his desk. The list of materials presented on the chart is intended to be a practical overview of necessities and is not designed to delimit, in any way, those materials which may be used. Therefore, in using this device teachers may, within practical boundaries, change the contents of the materials list to suit their resources and those of the students.

As was previously suggested, in each step of recording the location of materials, the students will become more and more aware of their carelessness and resultant inefficiency. As they dig through a pile of papers in a frantic search for a typewriting eraser, or are forced to grope under and then behind their machines for a pencil with

a soft eraser, they are each moment learning what makes the difference between a typist and a "good" typist. They make a beginning toward improved production without any specific mention from the teacher about materials placement.

When the recording of materials arrangement is completed, the teacher is to solicit from the class some suggestions for improved arrangement. The first suggestions will probably be the obvious ones concerned with the location of letterheads, second sheets, carbon paper and envelopes. If the teacher thinks it advisable, students should be allowed to go to the blackboard and on the diagram which the teacher has drawn either indicate the present arrangement of any part of their materials or suggest what they consider to be a satisfactory arrangement. It is important that the teacher act merely as a discussion leader during this time and allow the students to thrash out for themselves the necessary changes. It is a well-established fact that students are more likely to satisfactorily abide by a decision they have made for themselves than one which has been dictated to them. It may be more expedient to tell students in one-two-three order just what materials to have on hand and where to place them, but it is certainly much less effective in terms of final results.

During the all-important discussion, the obvious failings of poor materials arrangement will be brought to the fore. The points will be made in an enjoyable but striking manner by student demonstrations at the blackboard (or at their seats) of the wild contortions they were forced into in their hurry to complete their production work. The criss-crossed arms of the girl who with her right hand reached to the left for her typing eraser and with her left hand reached to the right for the erasing shield, was a laugh and a lesson. It was simple enough to correct that uncomfortable situation. In a few seconds of objective observation she had convinced herself of the importance of putting her eraser and shield where she could locate and handle them with ease. What is more important, she had convinced her classmates too. This was all accomplished in an atmosphere of pleasant understanding. Without a word from the teacher, mutual problem solving became an enjoyable and worthwhile reality.

A student, second to none in straight-copy typing speed, demonstrated to the class the time and effort he expended assembling a carbon pack. He leafed through his stationery which was neatly arranged in a single pile, with letterhead on top, second sheets next, and carbon paper on the bottom. He knew he could set up the stationery tray that was available, but was sure that it was really more trouble than it was worth. However, he listened attentively while another student assured him that certainly the stationery tray was "OK," and even went on to explain what he thought was the best arrange-

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*"No project which is of real and lasting value can be hastily concocted and completed."*

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ment of the paper in the tray. At this point, another student offered the thought that from his experience he had found quite another arrangement of the paper in the tray worked better for him. The others in the class thereupon took sides and discussion centered about whether carbon paper should occupy the first slot of the tray or be placed in the second slot between the bond and the second sheets. We should note here that whether the carbon paper in the drawer is on top, in the middle, or even on the bottom, is not extremely important. What is important is that the students care where the carbon paper and other supplies are located. When they can intelligently discuss supplies location, then they are exhibiting active interest in the problem, and improved production in typewriting is only a step away.

#### Individual Differences

Individual differences are a major aspect of good materials arrangement and make it impossible to set down hard and fast rules to be followed. Suppose for instance that the teacher insists upon having all erasers placed on the right side of the desk—she has immediately and quite unnecessarily set up an obstacle for a student who may be left handed.

Individual preferences, like individual differences, should not be overlooked. Ignoring a student's preference (when it is within reason) sets up an unpleasant situation under which he will be unable to do his best. The obvious way to handle unreasonable situations is to help the student to understand the reasons for his individual preferences. When he has had time to think about these preferences, he will either change his techniques or improve upon them to a point where the production rate justifies what seems to be an unorthodox method. For instance, in the course of the class discussion on materials arrangement, it was suggested that envelopes be kept in a compartment in the stationery drawer until ready for use. There seemed to be agreement on this arrangement until a student commented that he found it was easier to pick up the envelopes if they were placed, face up, at the left of his typewriter. He explained that from that position he could pick them up with his left hand and insert them into the machine with a quick right-hand swirl. He pointed out, furthermore, that when envelopes were in the stationery drawer it was necessary for him to pick them up with his right hand, switch them to his left, and then insert them into the typewriter. In the end, many of the other students adopted the placement suggested by the one dissenter. It would have been most unfortunate if the teacher had insisted that he follow along with the arrangement that was suggested, for the worthwhile outcome of the discussion would have been lost to the group.

#### Personal Charts

To make certain that thinking about materials placement does not end with the class discussion, each student should be given another blank chart and urged to fill in what he believes to be an ideal arrangement. He will complete the chart after further experimentation and practice, keeping in mind what has been said during the discussion. In this way, each student may determine to his own satisfaction what is best for him. A moment's thought will convince him of the importance of having his desk cleared of personal belongings so that his working area will be neat and orderly when the necessary materials are put into their predetermined locations. There is no longer the need for prodding and instructing by the teacher. The student has, with the help of his classmates, determined what will be best for him. The attitude and ultimate result which may be expected are much more satisfactory than those which teacher-dictated procedures might have achieved. Under these circumstances, when production work is announced at the beginning of a class period, there is no delay, indecision, or carelessness about arranging materials. Therefore, on the second day of timed business-letter production, the revised materials arrangement should result in improved production in the 15 minutes of typing allowed. The teacher should take advantage of this successful experience by encouraging the students toward new production heights. At a new peak is their receptiveness to suggestions from the teacher who is obviously making success possible. What the teacher suggests right at this moment will be eagerly accepted. This is the time when the teacher should round out the discussion of the previous day by offering points in materials arrangement which the students may not have covered. If there are any other suggestions from the students they should, of course, be given consideration.

Even when the emphasis of the production work moves from business letters to tabulation or manuscript preparation, the importance of what has been learned about good materials arrangement and technique must not be overlooked. It is our ultimate objective as teachers of typewriting to help our students develop good working habits of the kind that will not be forgotten when the student leaves the typewriting classroom, but will be carried into the transcription classes, into the personal typewriting that students will do, and finally into the offices of the community.

It must be understood that the claim being made for materials arrangement is not that it is the way to achieve expert production, but rather that it is a point at which to begin the process of improving production. Teachers owe it to themselves, to their students, and to the business world to make this beginning, or some other logical start, toward improving typewriting production rates.

*"Once made, charts can be used over and over again."*

# Using Charts the First Day in Bookkeeping and Accounting

*Charts are worthwhile on the basis of their tendency to increase the speed and efficiency in the presentation of materials.*

By VERNON V. PAYNE and RAY FARMER  
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Las Vegas, New Mexico

In an audio-visual demonstration last spring during which business education teachers were previewing some of the newer materials, the authors presented a series of charts designed for the first day's lesson in bookkeeping. There was an immediate flurry of interest, partially, no doubt, because an efficient and permanent set of materials was needed by many of them for the presentation of this introductory unit.

This attitude was epitomized by one of the teachers who came up after the demonstration to ask if she could make copies of the charts for her own classroom work. She began her request by saying, "I wish that my teacher had used something like that when I first began my study of bookkeeping." Because of the favorable reaction to this presentation, it is believed that others might like to try this approach.

These charts are no cure-all, no panacea for the teaching of bookkeeping; but they do have certain advantages over and above the fact that they provide a novel approach, which in itself might be enough to recommend them to most teachers and students. They are easy to make, inexpensive, provide a quick step-by-step presentation that saves valuable classroom time, and they become a permanent teaching device around which lecture material can be built. To summarize:

1. Their inexpensiveness is an immediate advantage. Materials for the charts cost approximately \$2.

**CHART NO. 1**  
The first step in setting up records is to find out  
1. What one owns  
2. What one owes  
3. What one is worth

**CHART NO. 2**  
John Clark, for example, owns the following

Cash on hand	\$ 500
House and lot	5,000
Automobile	1,000
Furniture	2,000
Total owned	\$8,500

**CHART NO. 3**  
John Clark owes the following:

Owed to grocery store	\$ 50
Owed to meat market	20
Owed on mortgage	2,000
Total amount owed	\$2,070

**CHART NO. 4**  
Next, by subtracting what John Clark owes (\$2070) from what he owns (\$8500) we find what he is worth.

Formula  
Owns — Owes = Worth

**CHART NO. 5**  
Here is the process

John Clark Owns	\$8,500
John Clark Owes (Subtract)	2,070
John Clark is worth	\$6,430

**CHART NO. 6**  
In bookkeeping an itemized statement of what one owns, what one owes, and what one is worth is called a  
Balance Sheet



*"Charts form a basis around which the whole unit can be organized."*

#### CHART NO. 7

The heading of the balance sheet consists of

1. Name of owner or firm
2. Name of report
3. Date of report

John Clark  
Balance Sheet, Jan. 31, 1950

#### CHART NO. 8

Anything of value that one owns is called an asset

John Clark  
Balance Sheet, Jan. 31, 1950

Assets	
Assets are listed on the left side of the balance sheet.	

#### CHART NO. 9

What John Clark owns are assets

John Clark  
Balance Sheet, Jan. 31, 1950

Assets		
Cash	\$ 500	
House and lot	5,000	
Automobile	1,000	
Furniture	2,000	
Total assets	\$8,500	

#### CHART NO. 10

Any amount that is owed is a liability

John Clark  
Balance Sheet, Jan. 31, 1950

Assets	Liabilities
	Liabilities are listed on the right side of the balance sheet.

#### CHART NO. 11

What John Clark owes are liabilities

John Clark  
Balance Sheet, Jan. 31, 1950

	Liabilities	
	Joe's grocery store	\$ 50
	City Meat Market	20
	Mortgage payable	2,000
	Total liabilities	\$2,070

#### CHART NO. 12

What one is worth is called proprietorship or capital

John Clark  
Balance Sheet, Jan. 31, 1950

Assets	Liabilities
	Proprietorship
	Proprietorship is listed on the right side of the balance sheet directly below the liabilities

#### CHART NO. 13

What John Clark is worth is his proprietorship or capital

John Clark  
Balance Sheet, Jan. 31, 1950

Proprietorship	
John Clark, Capital	\$6,430

The word "Capital" is written after the name.

#### CHART NO. 14

The completed balance sheet of John Clark looks like this:

John Clark  
Balance Sheet, Jan. 31, 1950

Assets		Liabilities	
Cash	\$ 500	Joe's Grocery Store	\$ 50
House and lot	5,000	City Meat Market	20
Automobile	1,000	Mortgage Payable	2,000
		Total liabilities	2,070
		Proprietorship	
		John Clark, Capital	6,430
		Total liabilities and proprietorship	\$8,500
Total assets	\$8,500		

Notice that the two sides of the balance sheet are equal.

Notice also that the total of the liabilities and the total of proprietorship are added together.

date very quickly, the teacher, of course, saving valuable time in the process.

6. Not only are the charts ready when they are needed, but also they form a sound basis around which the whole unit can be organized, e.g.; the charts may be presented in a sequence. Following this, certain key charts may be displayed in various parts of the room so that the students will have them as a ready reference at the time they are to do their assignments. Not only have they enjoyed the benefits of the teacher's presentation, but they have the presentation and the results before them at the time they are most needed.

7. One of the greatest advantages in the use of the charts lies in their novelty. This novelty value has implications for both students and teachers.

#### Variations May Be Added

The charts presented here have been prepared for use with one of the popular high school bookkeeping and accounting textbooks. The teacher merely proceeds from chart to chart in proper sequence, reading the material as it is presented by the charts. Variations may be added by using personal illustrations as the teacher sees fit. The material may be lettered on bristol board sheets that are approximately 22" x 28". The completed charts should then be arranged in proper order and they are then ready to be used.

# A Bibliography of Teaching Aids in Business Education

*FORUM* readers may be pleasantly surprised at the abundance of good materials available at little or no expense.

By LEWIS R. TOLL and HARLAN S. HOSLER  
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Normal, Illinois

Progressive business teachers are aware of the need for enriching the teaching of their subjects by the inclusion of more visual aids and up-to-date printed materials to complement and supplement the textbooks. But because of overcrowded schedules they do not find time to locate and select as many timely and effective aids as they would like to use.

Many library service organizations, government bureaus, and teacher training institutions have recognized the need for helping ambitious teachers find the current materials that will fit their numerous classroom situations. They have prepared annotated and classified catalogs or indexes of these aids. An annotated reference list is presented here to assist teachers in assembling the bibliographies that appear to be the greatest time-savers in their search for an adequate supply of teaching materials. Student teachers, likewise, may make extensive use of the bibliographies as a starting point toward building a file of stimulating learning aids of various kinds for each of the subjects they may be called upon to teach.

The bibliographies will be arranged according to the following outline:

- I. Audio-Visual Aids (Motion Pictures, Slidefilms, Filmstrips, and the Like)
  - A. Government Source Lists
  - B. Catalogs and Indexes
  - C. Miscellaneous Articles, Pamphlets, etc.
  - D. Periodicals Devoted Exclusively to Audio-Visual Aids

## II. Printed Materials

- A. Government Source Lists
- B. Catalogs and Indexes
- C. Miscellaneous Articles, Pamphlets, etc.

### Audio-Visual Aids (Motion Pictures, Slidefilms, Filmstrips, and the Like)

#### A—Government Source Lists

**GUIDE TO UNITED STATES GOVERNMENT MOTION PICTURES.** Published by the Library of Congress, Motion Picture Division, 1947. Can be purchased from the Superintendent of Documents, U. S. Government Printing Office,

Washington 25, D. C. A complete listing of U. S. Government films which are available for public use. Also includes directions for ordering. (40c)

**THE 1949 CATALOG OF GOVERNMENT FILMS.** Castle Films, Inc., 542 South Dearborn Street, Chicago 5, Illinois. Lists nearly 2000 films including 432 vocational training filmstrips from the U. S. Office of Education. (free)

**U. S. GOVERNMENT MOTION PICTURES AND FILM-STRIPS.** Compiled by Virginia Armstrong, Division of Visual Aids, U. S. Office of Education, Washington, D. C. A 31-page finding list for government motion pictures and slidefilms. Film content is given only when a descriptive catalog is not available from the sponsoring agency. Other catalogs may be ordered through the addresses provided. (free)

**VISUAL TRAINING AIDS.** Castle Films, Distributor Corporation, (a) 30 Rockefeller Plaza, New York 20, N. Y. (b) Field Building, Chicago 3, Ill. (c) Russ Building, San Francisco 4, California. Contains a complete list of the training material produced by the U. S. Office of Education, U. S. Department of Agriculture, War Department, and Navy Department. May be obtained by contacting the nearest office listed above. (free)

#### B—Catalogs and Indexes\*

**A DIRECTORY OF EVALUATION OF VISUAL AIDS IN BUSINESS EDUCATION.** Compiled and sponsored by Kappa Chapter, Delta Pi Epsilon, School of Education, University of Michigan, Ann Arbor. This directory contains a composite evaluation prepared by businessmen and teachers of each of 94 films suitable for use in teaching basic business, consumer education, the distributive occupations, general clerical, and skill development courses. (\$1.00)

**AUDITORY AND VISUAL AIDS IN BUSINESS.** Monograph 66, published by South-Western Publishing Co., Cincinnati, Ohio, 1948. A 44-page discussion on the place of uses, preparation, evaluation criteria, and lists sources of aids. (free)

**BLUE BOOK OF 16mm FILMS,** 1950 edition. Educational Screen, 64 E. Lake St., Chicago, Illinois. Catalog revised annually. Formerly entitled 1000 AND ONE. About 7000 films on all subjects are listed with a synopsis of each film included. Includes free films. Indexed by subject and by title. Gives sources and prices for rental or purchase. (\$1.50)

\*For a list of catalogs of audio-visual aids see UBEA FORUM, January, 1949, p. 29.

- A DIRECTORY OF 897 16mm FILM LIBRARIES.** Bulletin 1949, No. 10, Federal Security Agency, Office of Education. For sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Includes only those libraries which agreed to inclusion. Does not include sales outlets. Listing is arranged by states and cities. (15c)
- EDUCATION FILM GUIDE.** H. W. Wilson Co., 950-972 University Avenue, New York 52, N. Y. One of the most complete film guides available. An annual catalog with monthly supplements. Films are arranged alphabetically by title and by subject and a selected list is arranged by the Dewey Decimal System. Second part is selected list taken from first section, with each film annotated. Price, producer, distributor, date of release, and probable grade for which adapted are given. Especially recommended films starred. (\$3.00)
- EDUCATORS GUIDE TO FREE FILMS,** latest edition. Educators Progress Service, Randolph, Wisconsin. Revised annually. Lists 2165 films and 203 slidefilms. Has a title index, subject classification, cross-index, and brief descriptions. (\$4.00)
- FILMSTRIP GUIDE.** H. W. Wilson Co., 950-972 University Avenue, New York 52, N. Y. Started publication September, 1948. Published 10 times a year. Contains an alphabetic title and subject index of the latest filmstrip releases. Also has a classified, annotated subject list arranged by Dewey Decimal System. First issue contains about 1275 filmstrips, most of them released since January 1, 1947.
- FILMSTRIPS: A DESCRIPTIVE INDEX AND USER'S GUIDE.** By Vera Falconer. Published by McGraw-Hill Co., New York, 1948. An excellent source for critical evaluations of educational filmstrips produced prior to 1947. It discusses the uses, nature, and selection of filmstrips. Includes more than 3000 filmstrips released before January 1, 1947.
- AN INDEX OF EDUCATIONAL AND VISUAL TRAINING.** Westinghouse Electric and Manufacturing Co., Central District, 306 Fourth Avenue, Pittsburgh, Pennsylvania.
- THE INDEX OF TRAINING FILMS: A GUIDE TO MOTION PICTURES AND SLIDEFILMS AVAILABLE FOR INDUSTRIAL USE,** 2nd edition. Eastman Kodak Co., Rochester 4, New York. Published in 1947. Lists about 1700 films and filmstrips related to the field of industrial-vocational training. Annotated. (50c)
- INDUSTRIAL FILMS: A SOURCE OF OCCUPATIONAL INFORMATION.** Department of Labor, U. S. Employment Service, Occupational Analysis and Industrial Services Division, Washington, D. C., 1946. Film summaries of pertinent facts about 51 jobs and processes. (free)
- KEYSTONE VIEW COMPANY CATALOGS.** Keystone View Co., Meadville, Pennsylvania. A good source for 3 1/4"x4" slides. Also discusses materials and directions for slide construction. (free)
- SLIDEFILM AND MOTION PICTURES TO HELP INSTRUCTORS.** The Jam Handy Organization, 2900 Grand Blvd., Detroit 11, Michigan. (free)
- STILLFILM CATALOGUE.** Stillfilm, Inc., 8443 Melrose Avenue, Hollywood 46, California. (free)
- SOURCES OF VISUAL AIDS FOR RETAIL TRAINING.** By Harry Q. Packer, Middlesex County Retail Training Bureau, Woodbridge, New Jersey. (\$1.00)
- S. V. E. EDUCATIONAL MOTION PICTURE CATALOG.** Society for Visual Education, Inc., 100 East Ohio St., Chicago 11, Ill. Describes briefly film strips, educational films, and 2"x2" slides under subject headings. (free)
- TRAINING FILM DIRECTORY,** 5th revised edition. National Retail Dry Goods Assoc., Personnel Group, 199 West 31st Street, New York 1, N. Y., 1946. Lists training films on salesmanship, merchandise, operating activities, customer-relations problems, and general customer education. (\$1.00)
- THE TRAINING FILM MANUAL.** Published by Commercial Films, Inc., Cleveland, 1949. A new slide film catalog, which lists and annotates 327 business and industrial films and many types of projectors and projecting equipment. Introductory section tells how to use visual training aids and advantages thereof. Titles arranged by subject. (\$1.00)
- C—Miscellaneous Articles, Pamphlets, and the Like**
- BUSINESS EDUCATION INDEX.** Published annually by Pi Epsilon. Lists business articles under 35 classification headings, of which "visual aids" is one.
- THE NEWS LETTER.** Edgar Dale, editor. Bureau of Educational Research, Ohio State University, Columbus, Ohio. Monthly news about audio-visual materials.
- PREPARATION AND USE OF VISUAL AIDS.** Kenneth B. Haas and Harry Q. Packer. Published by Prentice-Hall, 1946. On pages 189-196 are listed colleges and universities furnishing visual aids. The following headings are used: Motion Pictures; Discussional Stripfilm and Sound Slidefilm; Slides; Maps, Charts, Graphs, and Diagrams; Posters; Exhibits; Objects, Specimens, Models; Photographs and Pictures. On pages 206-208 are listed sources of training slides. Some of these are the producers of the slides but many are distributing agencies.
- SELECTED REFERENCES ON AUDIO-VISUAL METHODS.** By L. Goodman and Y. Jones. 1948. A mimeographed list available from Film Research Associates, Box 205, New York 10, N. Y. (\$1.00)
- SOURCE LIST OF AUDIO-VISUAL AIDS.** Circular No. 5, revised 1943. Bureau of Audio-Visual Aids, New York State Department of Education, Albany, New York.
- D—Periodicals Devoted Exclusively to Audio-Visual Aids**
- AUDIO-VISUAL GUIDE.** Formerly the FILM AND RADIO GUIDE. Published 9 times a year by Educational and Recreational Guides, 172 Renner Avenue, Newark 8, N. J. Deals with the educational use of radio and films. Includes film reviews. (\$3.00)
- BUSINESS SCREEN MAGAZINE.** Published 8 times a year by O. H. Coelln, Jr., 812 North Dearborn St., Chicago 10, Illinois. Especially useful for its coverage of industrial motion pictures and slidefilms. Primarily for business and industrial personnel. (\$3.00)
- EDUCATIONAL SCREEN.** Published monthly except July and August. Official publication of the N.E.A., Department



of Visual Instruction, 64 East Lake Street, Chicago 1, Illinois. (\$3.00) The subscription price includes membership in the Department of Visual Instruction.

**JOURNAL OF THE A.E.R.** Published nine times a year by the Association for Education by Radio, 228 North LaSalle Street, Chicago 1, Illinois. (\$1.00)

**CURRENT LIST OF TEACHING AIDS.** Published nine times a year by Newark, New Jersey, Board of Education. Subscription price also includes *FILM AND BOOK* and *LISTEN AND LEARN*. (\$1.00)

**SCHOOL FILMS.** Published four times a year by C. J. Ver-Halen Publishing Co., 6060 Sunset Blvd., Los Angeles 28, California. Publication began Spring, 1948. (\$1.00)

**SEE AND HEAR.** Published nine times a year by Audio-Visual Publications, 812 North Dearborn Street, Chicago 10, Illinois. Excellent articles on use of audio-visual materials in education. Reviews latest film productions. (\$3.00)

**SERVICE BULLETIN.** Published by the U. S. Office of Education, Federal Radio Education Committee, Washington, D. C. (free)

**VISUAL REVIEW.** An annual publication by the Society for Visual Education, 100 East Ohio Street, Chicago 11, Illinois. (free)

#### Printed Materials

##### A—Government Source Lists

Many helpful government publications are available for public distribution, some of them free and others at very low cost. Thousands of new items are printed each month, but many of these are not for public distribution. Also, there are copies of many publications printed in recent years and still available on a first-come-first-served basis. The best sources of documents available at present are the price lists of government publications. In July, 1949, there were 50 separate price lists of government publications, each one pertaining to a special subject. A complete list of the price lists being printed will be found in each one of the individual price lists. For this reason, the ones listed here are just those which will most likely be of value to business education teachers. Some of the readers may be pleasantly surprised at the abundance of good materials available at little or no expense.

##### List

Number	Title and Brief Description
10.	LAWS. Federal statutes and compilations of laws on various subjects.
10A.	DECISIONS of courts, boards, and commissions.
28.	FINANCE. Banking, securities, loans.
31.	UNITED STATES OFFICE OF EDUCATION, and other publications relating to education.
33.	LABOR. Child labor, collective bargaining, employment, unions, wages and hours of work.
33A.	OCCUPATIONS, professions, and job descriptions.
59.	INTERSTATE COMMERCE. Steam railways, motor carriers, carriers by water.

62. DOMESTIC COMMERCE.

62A. FOREIGN TRADE.

68. FARM MANAGEMENT. Farm credit, farm products, marketing, rural electrification.

70. CENSUS. Statistics of population, manufactures, agriculture, religious bodies.

71. CHILDREN'S BUREAU, and other publications relating to children.

78. INDUSTRIAL WORKERS. Health and hygiene, occupational diseases, safety, compensation and insurance.

Any or all of the price lists will be furnished free by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. There is no one general price list available. The individual price lists will itemize all available publications, including the charge, if any. Included in each price list are complete instructions for ordering and remitting.

The current government publications are listed in the *Monthly Catalog of U. S. Government Publications*, for sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. The price is 25c a copy or \$3 for a year's subscription. This is a complete list of all U. S. Government publications for that particular month, but it does include many items not available for public distribution. The person who often uses government publications should check this monthly catalog for any new materials of interest in his particular field. Most libraries subscribe to this service, and many of them have a number of the actual publications available for use.

A semimonthly *List of Selected United States Government Publications for Sale by the Superintendent of Documents*, arranged alphabetically by subjects, with annotations and prices, may be obtained free upon application to the Superintendent of Documents.

Another very useful government publication is the *Monthly Check List of State Publications*, which lists many items published by individual states, state universities, state boards and commissions, etc. However, this is not an all-inclusive listing since some state organizations do not cooperate by sending in items for listing. This *Monthly Check List of State Publications* may be obtained from the Superintendent of Documents at 15c a copy, or subscription price of \$1.00 a year. It should be available in most of the libraries throughout the country.

##### B—Catalogs and Indexes

**CATALOG OF BUSINESS-SPONSORED EDUCATIONAL MATERIAL.** Published by the Committee on Consumer Relations in Advertising, Inc., 420 Lexington Avenue, New York, N. Y., 1945. Contains annotated listings of movies, posters, pictures, etc., which are furnished without cost. (\$2.00)

# Modern Teaching Aids

## The Buyer's Guide

### OF THE CONSUMER EDUCATION STUDY

This textbook-workbook is a new tool for making consumer education practical. It was prepared for that purpose. It contains 40 projects, each of which provides specific buying guides for one type of merchandise, identifies trade names, and outlines buying experiences and experiments. For consumer education and retailing classes. **\$1.80**

## Methods of Teaching Business Subjects

TONNE, POPHAM, AND FREEMAN

A comprehensive text on how to be a business teacher. It introduces principles of good business teaching and then tells exactly how to use each of those principles in each of the important business courses. For methods courses and for self-betterment reading. **\$3.50**

## Gregg Fountain Pens and Notebooks

Now available—first time since the war: the Official Gregg Shorthand Fountain Pen, with the Gregg Emblem, special point, and perfect balance. \$4.25 each; 25 per cent discount to teachers who order 6 or more at one time. The Official Gregg Notebooks are Spiral bound, so pages lie flat and turn easily; have stiff covers and non-skid "friction feet," so you need no copyholders. Write for rates on quantity orders.

## Transcription Letterhead Pads

Just released: a new pad of 80 letterheads (10 each of 8 styles) for use in practical transcription training. Styles sample all placement problems, are modern and attractive. Almost as inexpensive as plain paper: 10 to 90 pads, 25 cents each; 100 to 450 pads, 20 cents each; 500 or more, 18 cents each. Prices are net; add 10 per cent for shipments from Dallas and San Francisco.

## The Gregg Publishing Company

of McGraw-Hill Book Co., Inc.

New York 18

Chicago 6

San Francisco 3

Dallas 1

Toronto 1

London W.C. 1

## Bibliography—Teaching Aids

(Continued from page 23)

**CATALOGUE OF FREE AND INEXPENSIVE TEACHING AIDS FOR HIGH SCHOOLS.** Published by the Consumer Education Study of the National Association of Secondary-School Principals. Contains approximately 1200 annotated entries, each of definite educational value. Description, source, and cost given. (**\$1.00**)

**CURRICULUM MATERIALS.** Compiled by J. G. Foukes and D. A. Morgan. Educators Progress Service, Randolph, Wisconsin, 1946. A mimeographed, comprehensive list of teaching materials. (**\$3.50**)

**EDUCATORS INDEX TO FREE MATERIALS.** Educators Progress Service, Randolph, Wisconsin. Annotated listing by subjects. Costs \$17.50 a year or cheaper if subscription is for several years.

**ENRICHMENT MATERIALS FOR TEACHERS.** Northwestern University, Service Bulletin No. 7, 1941. Compiled by Robert DeKieffer, Evanston, Illinois. A very complete listing of charts, posters, maps, pamphlets, movies, slides, exhibits and the like with directions for best use. (50c)

**FREE AND INEXPENSIVE LEARNING MATERIALS,** latest edition. George Peabody College for Teachers, Nashville, Tenn. Contains about 175 pages of annotated materials listed under more than 250 subject headings. Subjects included are: banks and banking, buying and selling, consumer education, credit, economics, files and filing, insurance, labor and laboring classes, money, occupations, saving and thrift, secretaries, taxation, typewriting, and vocational guidance. (25c)

**FREE TEACHING AIDS IN 14 SUBJECTS.** By Lili Heimers. New Jersey State Teachers College, Upper Montclair, New Jersey. 1948. Listing of over 250 sources for free charts, maps, publications, and pictures, useful to teachers at all school levels.

**INDEX OF FREE TEACHING AIDS.** By Brose Phillips. Free Teaching Aids Co., Harrisburg, Illinois. Topical listings of free teaching materials. (**\$2.60**)

**SOURCES OF FREE AND INEXPENSIVE TEACHING AIDS.** By Bruce Miller. Order from Bruce Miller, Box 222, Ontario, Calif. Gives sources of many types of teaching aids, including types which can be made by pupil and teacher. (**\$1.00**)

**THE PICTURE COLLECTION.** By Margaret Frebault. H. W. Wilson Co., 950-972 University Avenue, New York 52, N. Y., 1943. Lists sources of pictures with instructions for proper handling. (**\$1.25**)

### C—Miscellaneous Articles, Pamphlets, etc.

**FEDERAL RADIO EDUCATION COMMITTEE BULLETIN.** U. S. Office of Education, Federal Security Agency, Washington, D. C. A monthly publication which deals with new programs, uses of radio in education in various places. Reviews books and articles in the field. (free)

**WILSON BULLETIN.** E. W. Wilson Co., 950-972 University Avenue, New York 52, N. Y. Lists of pamphlets and posters which can be obtained free or at low cost. Monthly. (**\$1.00** a year)

EDITOR'S NOTE: Free and inexpensive audio-visual aids, source lists, catalogues, indexes, and the like will be listed in the Teaching Aids Service Column in future issues of UBEA FORUM.

The United Services is a continuous department of the *UBEA FORUM*. Members are urged to share their experiences and comments with our readers. Contributions should be mailed to the Service Editors.

# UNITED SERVICES

SHORTHAND

THELMA POTTER BOYNTON, Editor  
ANN BREWINGTON, Associate Editor

## STUDENTS ARE PEOPLE

*Contributed by Emma McCrary, Academic Dean, Bay Path Junior College, Longmeadow, Massachusetts.*

Since the keynote of revision has been given to this issue, is it not well to consider it in regard to the human relations in our teaching? Revision implies examination for the purpose of correction or improvement.

Every sincere, professionally minded teacher desires to improve his methods of teaching in order that students may derive from that teaching the maximum benefit. To have the desire, though, is not sufficient. We must find effective methods of implementing that desire. Our professional magazines are filled with discussions of how to teach the skills, production standards, remedial procedures, correct height of typewriting desks, proper lighting, color schemes for the walls that will produce the ultimate of light reflection, and non-glare finish for the equipment. Given all these and a teacher who is highly recommended by a college placement bureau or a former supervisor, we present them to the students who sit in the classroom.

Do we then assume that success automatically results? And why doesn't it? Is it because unconsciously we are prone to consider Mary, the student, another piece of equipment which will react as automatically as the typewriter when we strike a key? Is it because, when the teacher was sitting in the teacher training classes, her professor emphasized the importance of seeing that Mary was taught how to strike the right key, how to write instead of draw her shorthand characters, and how to write each character exactly as it was in the text?

Is it because little was said about Mary as a human being? Thus, the teacher entered the classroom expecting Mary to be a normal, well-trained, intelligent student, eager to receive all the instruction Miss Smith had been trained to impart to her and in just the manner in which Miss Smith had been trained to impart it.

## The Human Values

True, Miss Smith had been subjected to numbers of courses in psychology and education, but nowhere in her educational program was there an actual, serious discussion of the real young people whom she would likely encounter in the classroom. Hence, she is not prepared upon entering her classroom to find that Mary is very troubled because her parents are divorced, and she is the constant target of their competition for her love and loyalty; that Jan carries a load of worry because her mother suffers from an incurable disease; that Ginny's health is a constant strain on her physical and mental strength; that Lorna is a victim of financial insecurity; that Jane is eager for affection and approval and seeks it in unorthodox ways; that Anne does not hear well and thus represents herself as a dull student; and that Helen has trouble with reading, spelling, and comprehension because of sight defection.

Miss Smith will be dull indeed if she does not soon realize that these situations present definite and challenging hazards to the educational progress of the students involved, despite the fact that each of these students seems on the face of it to possess a sufficient intellect to pursue the courses which she plans to teach them. Although she herself knew all the answers in her psychology textbooks and made a very fine academic record, this will not suffice to cope with actual classroom situations.

She must possess one tremendously important characteristic if she is to be a successful teacher—a sensitivity to human values. It is not a difficult task to guide an "A" student through a curriculum. Given a mediocre teacher or an excellent one, that student will be likely to maintain an "A" record so far as academic subjects are concerned. But, if she is training to be a secretary and a businessman comes into the school seeking a secretary, what will be his first concern in discussing his needs? It will not be her grades that he will first ask about. It will be an inquiry concerning human values—what kind of ethics, co-operation, disposition, personality does she



# UNITED SERVICES

## SHORTHAND

possess? As one businessman recently put it, "I am not so interested in super speed. We give our employees time to perform their work. It is more important to me to have an attractive, poised, tactful young woman to meet my public in person and on the telephone, and one who can get along with the other people in the organization. Enough problems arise that cannot be anticipated. Obviously, we must be careful about employing a problem personality, no matter how brilliant she is." He expresses the feelings of a great many businessmen today as the employment market slowly but surely returns to

normalcy. This situation must devolve upon the teacher. Her students will show up as well or as poorly as has been her attention to human relations.

### Requisites for Constructive Student-Teacher Relationships

The health and recreation teachers have done a fine piece of work in teaching sportsmanship, and we teachers in other fields should capitalize on their successful efforts. We pride ourselves on our democratic processes. Good sportsmanship is an important factor in teaching how democracy works, but entirely too many teachers are training the future citizens of our democracy by dictatorial methods. Here we meet one of our great problems, because no age is more sensitive to fair play or the lack of it than is youth. There are many high school boys and girls today who complain of the crossness of teachers, of the teachers shouting at them, using sarcasm, subjecting them to embarrassment before their peers, and other situations that indicate an utter lack of rapport between teacher and student. There are too many indications of group opposition to teachers either expressed in angry action or in group lethargy. Our best teachers are becoming concerned over the situation.

As suggestive fundamental requisites for constructive student-teacher relationships these might be noted:

1. Develop an understanding and sympathetic objectivity that will allow you as a teacher to like each student, regardless of his shortcomings, and to convince the student of your sincerity. To be approved of is fundamental to human dignity.
2. Create a classroom environment which will allow each student to be presented in a favorable light to his classmates—in general, praise before condemning. This many times is the motivation that will urge the student to improve to such a degree that you will have less frequent occasions to condemn. Mary may not be satisfactorily accurate in typewriting, but she can design and execute on the mimeoscope a beautiful cover for the Glee Club programs. Be sure she receives praise for this accomplishment. The chances are that this build-up of her self-pride will furnish the motivation which will impel her to put in extra hours in order to raise her typewriting accuracy record to a commendable level.
3. Create a sense of understanding, security and ease in the classroom. Never allow ridicule or embarrassment in the classroom and never dispense them as a teacher. When a teacher ridicules or embarrasses a student, she has ceased to be of constructive value to that student because she has destroyed a faith in her human understanding.
4. Be inquisitive. If Mary seems dull and does not progress, do not dismiss her as a certain candidate for an "F." Find out why she seems dull. Use the available information in the guidance department. Use your personal resources to find the answer. Entirely too many teachers consider their percentage of failures as a source of pride. Taking as a challenge the potentially poor student and developing that

(Continued on page 41)

## Pen Points



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JOHN L. ROWE, Editor  
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## PRODUCTION TYPING CONCEPTS

*Contributed by Esta Ross Stuart, Business Education Consultant, Berkeley, California.*

There are many and varied concepts of typing production and a *complete concept* of production typing cannot be expected to emerge from this discussion. Concepts of production typing are derived from the standards set for particular typing operations, generally and sometimes loosely, referred to as typing skills.

The employer's or business-office concept is derived from standards that are relative. When it is possible to persuade an office manager to indicate normal expectancy requirements in typing, he almost always qualifies them by explaining that they vary at particular times and in particular situations. He says that a transcribing speed of 5 or 6 letters an hour is normal in one department; in another department a transcribing speed of 7 or 8 letters of approximately the same length is normal. A variety of circumstances such as interruptions, information to be obtained and inserted, inclusion of tables or other tabulated material may determine the quantity of production. The business-office concept is based upon a work day.

The typing teacher's or classroom concept is derived from whatever office experience the teacher may have had and from standards that are published in professional books and periodicals.<sup>1</sup> In contrast to the business-office concept, the classroom concept is based upon short periods of time, as fifteen minutes, one class period, or a double class period of approximately two hours. The individual student's concept evolves from what his teacher tells him, what he practices in the classroom, whatever visual aids he encounters, and in comparatively few circumstances, what he learns on visits to business offices or experiences in cooperative office training.

There is much that has to be done in the way of cooperation between business educators and business offices to clarify production typing standards. Dr. Lomax clearly points out in a recent article in the UBEA Forum specific studies that are needed to make this possible.<sup>2</sup>

As long as these differences exist, it seems wise for the classroom teacher to stress throughout the typing course the *work habits and qualifications that are common* to successful performance on all *production* typing levels.

<sup>1</sup>Esta Ross Stuart, "Relation between Office Standards and Classroom Standards," *UBEA Forum*, May, 1949, pp. 29, 45. This article contains two tables showing business-office standards.

<sup>2</sup>Paul S. Lomax, "Use Made by Schools and Business of the National Business Entrance Tests," *UBEA Forum*, May, 1949, pp. 44, 45.

These are fundamental and should be introduced as soon as possible and emphasized from the day they are first presented.

Before discussion of these fundamental elements in production typing begins, it may be well to remind ourselves that learning to be a production typist does not consist of learning different typing operations or skills and adding them together. The goal is achieved by a sequence of growth. Each new element learned is integrated with (not added to) already-learned elements so that a progressive reorganization is always going on. To accomplish this, every typing practice must be directed toward some specific goal that has been intelligently set up; then, the student gets the "feel" of the job in a new way as each new learning activity is introduced. This self discovery of a new way to work is an important part of the training. Each new learning element should become a part of the regular practice pattern as soon as it is introduced. Machine operations should be repeated at optimum intervals and desirable personality characteristics should be practiced at all times.

### Characteristics of a Production Typist

Some of the fundamental characteristics of a production typist on any level of production will be dealt with briefly.

*Emotional Stability.* Emotional upset is likely to be due to trying too hard to accomplish something. The beginner may apply great effort wrongly in his attempt to learn faster than he can; the advanced student and the office typist may try too hard because they are worried about some phase of their work. Worry is one of the most frequent causes of emotional upset. An important function of the teacher is to help the student acquire a self-control that will practically eliminate these periods of emotional instability. It is what he is thinking that upsets him and the remedy is in changing his thinking. Each student must be appealed to in a different way, because he has to find his own means of control.

Students should be taught early to do many kinds of work under pressure. It is through such activities, from the beginning to the end of the typing course, that emotionally stable typists are trained. It is a mistake to leave this type of practice until the student enters the office practice or production typing class. He will too frequently "go to pieces" and fail on work that he has been doing excellently in regular class, simply because he knows it is to be used by a specified person at a particular time. Fewer students would experience this feeling of frustration instead of satisfaction if they had worked

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## TYPEWRITING

under pressure in well-spaced practice periods throughout their training.

**Fast and Accurate Work.** The production typist sets a pace that he can keep for a work day and produce an acceptable amount of work which will meet requirements. The school typist should determine what his pace as a production typist is. He can do this by setting up time and accuracy goals that are easy of attainment in every type of work from alignment to typing stencils. When he nears or attains a goal, he should set a new one. His normal pace as a production typist is based upon his latest attained goal. The production typist must be willing to work faster than his normal pace when emergencies arise and to keep at it until the work is finished.

**Endurance.** Perhaps the most difficult adjustment to make in the transition from classroom to business office is that of working continuously for a full business day. The learning situation should be arranged to provide for continuous application on specific tasks for full class periods. The time interval between these sustained applications of effort should be decreased gradually until the student learns to work fast, accurately, and without fatigue. Near the end of his course, the time that he works under pressure should be as long as the administration of his school permits up to one day.

**Ability to Follow Instructions.** The production typist must be able to follow either oral or written instructions exactly. Ability to follow oral instructions can be developed by concentrating on what the speaker is saying and visualizing one's self carrying out his instructions. If the listener thinks through the instructions as they are given, he can ask questions necessary to clarify them, and thus avoid the embarrassment of later disturbing someone who has turned to another task. The learner should be given sufficient practice to develop, along with the ability to concentrate, a memory span long enough to meet his needs. The teacher can help him accomplish both these objectives by gradually increasing the length of oral instructions and by refusing to repeat an instruction after the student has started to carry it out. Success and promptness in carrying out written instructions calls for ability to decipher different styles of handwriting and to interpret vague instructions. The writer is seldom available and the typist has to do the best he can to interpret the meaning. A good source of material for this kind of practice is the instructions that accompany jobs done by the office practice or production typist class.

**Attention to Details.** Closely allied with following instructions is attention to details. Too frequently a typist carries out general instructions but overlooks important details, such as checking the spelling of names, titles of individuals, the accuracy of figures, the number of enclosures, the number of envelopes addressed against the

number of names on the list to determine if any have been omitted, and so forth. Since the natural tendency of students is to slight details, it takes persistent effort on the part of the teacher to convince them of the importance of attending carefully to every detail in every job.

**Ability to Organize Materials.** As the student progresses in his course, he finds it necessary to handle and keep track of more and more materials. He should learn to think of and assemble and arrange everything that he needs before he begins to work. He should plan what he intends to do so as to make every effort contribute to production.

**Proofreading.** The production typist has to proofread and correct all typing work so that it is one hundred per cent accurate. To develop proofreading ability, beginning students should be taught to proofread accurately and perfect proofreading should be required from that time.

**Industriousness.** In the classroom, as well as in the office, the typist should keep busy. If his specific assignment is finished, he should do related things that need to be done, such as rearrange working materials, sort papers, file, and so forth. He should ask for additional work, if he sees none to be done.

**Resourcefulness.** As he becomes familiar with the organization of his class or his office, the production typist should be resourceful enough to start work without specific instructions, to work on his own most of the time, to find ways to save time on routine jobs, and so forth, and to plan practice that will improve his typing skill and output.

**Dependability.** This qualification is given a high rating by executives. In the classroom, the task assigned should provide opportunity for self-directed activity, but should be well within the capacity of the student, so that he can be held strictly to an exact accomplishment of it. The teacher can in this way help the student appreciate the importance of being a dependable person. This holding him to finishing acceptably a task within his ability tends to prevent any tendency he may have to build up a habit of offering alibis for uncompleted or shoddy work. The fitting of assignments to individuals means more work for the teacher, but is the only way to *push every student to use all his ability* and at the same time prevent discouragement among slower workers who may be confronted with impossible tasks.

**Responsibility.** The typist must accept the full responsibility for the work that is his to do. Responsibility once assigned must not be delegated to another. There is a tendency on the part of some students in office practice or production typing classes to feel that they need

(Continued on page 35)



MILTON C. OLSON, Editor  
FRED C. ARCHER, Associate Editor

### ALL THIS—AND BOOKKEEPING TOO!

Contributed by Arthur Blake, Willits Road, Glen Cove,  
New York

*"And children coming home from school  
Look in at the open door;"*

Surely, some were impressed, forever and unshakably, with the democratic concept of the dignity of labor. Another among them, some sturdy lad a bit slow at reading and awkward at writing perhaps, seeing how a man of strength might work with profit and honor among his neighbors, found his vocation in the light of the flaming forge. Little wonder then, that the school children of Cambridge gave Mr. Longfellow an offering of love, an armchair made from the wood of the spreading chestnut tree. What is seemingly hidden from the wise and prudent is often revealed unto the babes. It is good for youth to look in at the open door upon the world of work.

#### Field Trips

A business bank in the community is a good place for a bookkeeping class to visit. There they may see in operation, a machine which enables one bookkeeper to keep the accounts of hundreds of customers. Watching the tellers, clerks, and bookkeepers at work helps the pupils to decide whether they could find satisfaction in like situations. The bank manager is usually community-minded and might become a good friend of the pupils and the school as well. An explanation of the bank's services to the community, personal small loans for example, has consumer value. This visit is but one figure in a designed pattern of field trips.

Each local business conducts activities, one of which will serve to enlarge the pupil's understanding of its corresponding topic in the bookkeeping class. Too often the textbook transaction "Bought merchandise for \$500 cash" means little more to the pupil than an amount written on one side of an account headed "Purchases" and on the other side of an account headed "Cash." At the local department or general store, pupils may follow the long chain of activities set in motion by a purchase order. They may examine the unopened packing case or carton and compare it with the description on the express receipt. The steps in unpacking, counting, checking condition and quality, and comparing with the original order, give meaning to the bare transaction quoted above. Here too, the pupils may consider realistically whether this way of spending seven or eight hours a day, five or six days a week, represents an acceptable approach to their occupational goals.

The field trip does more than clothe with meaning such naked statements as "Inventory was taken . . ." It affords each pupil an opportunity to view wage earners in action, with all that this implies in terms of personal activities, human relationships, and physical conditions of work. A job is not merely a kind of work—it is a way of life which governs as many of our waking hours as any single activity of our lives. It matters much whether we work indoors or out, seated at desks or moving about, concerned with people, machines, or with abstract ideas. These are the factors from which the significant occupational rewards and satisfactions are derived. These are the factors in terms of which the students should be led to weigh occupational choices. This can be accomplished best at the scene of action.

The businessmen who meet our pupils under these circumstances, come to understand our aims and problems more clearly and to ally themselves with us. The development of these friendships may lead to career conferences, occupational counselling, work experience, placement, a curriculum council if desired, and support at budget hearings. *The school's service to its community cannot exceed greatly the community's service to its school.*

#### The Business Club

A self-directed activity offers more values for personal growth of the pupils and has better chances for success. A business club may develop naturally from the activities which surround planning and conducting the field trips. Affiliation with a larger group such as the Future Business Leaders of America will enhance the importance of the club, build morale for the boys and girls generally, and will provide a source of ideas and aids for administration of the local chapter.

When the program of field trips has been placed on a smoothly operating basis, the club may well turn its attention to a career day. Representatives of the various occupations carried on in the community may be invited to address the pupils in a meeting of the business classes or in a school assembly. After the addresses the speakers may be assigned to separate rooms in which pupils may consult them about individual problems. From this may be developed a service of personal conferences available to pupils by appointment as the need arises. Wage earners and department managers should be sought for those conferences as well as executives and employers—the conclusions will have greater validity.

The activities of the business club may be expanded almost without limit as its readiness for growth permits. Its principal function is to serve as an administrative center of student life for the business classes. As such

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## BOOKKEEPING AND ACCOUNTING

its scope will include parties and dances, a school bank and a school store, and tutoring service. Participation in school-wide activities is important and the business club may do the accounting for the general organization budget and funds, the school theatrical enterprises, and athletic events. Growth will be natural and spontaneous from these beginnings.

### Extra-class Activities

Activities outside the class situation represent significant values in the curriculum when well planned and carried out. School banking has value for consumer education for all students in the school and falls naturally within the province of the bookkeeping pupils. The interest and active cooperation of the local bank personnel, growing out of the field trips and career conferences, may be enlisted by the business club, in the formation and operation of the school bank.

A cooperative student store offers a similar opportunity. Friends of the school among the local merchants will be needed to advise with the merchandising and display activities of the store. Their friendship will have

resulted from earlier association with the business club. Many will recognize mutual benefits inherent in the plan. The merchants will find opportunities to select and pre-train future employees. Seasonal needs for part-time employees may be relieved by hiring pupils trained in the school store. Benefits to the boys and girls in terms of work experience will be multiplied and enriched.

Business pupils, like all adolescents, need the experience of contributing their special abilities to group activities, on their own level of competence and on matters of significance to their associates. Consequently the business club should assign its members to the work of budgeting, handling funds, keeping accounts, preparing financial statements, and auditing, in connection with the various student organizations and affairs. The social and democratic values of this experience will equal or exceed the increase of vocational competence and will strengthen morale among all commercial students.

Participation in these activities provides opportunities for occupational exploration, an ever-present need of the high school pupil. The pupil's observations on

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GERTRUDE ROUGHSEGE, Editor  
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## JOB ANALYSIS—ITS IMPLICATIONS

*Contributed by Elsie Rose Prenn, Prospect Heights High School, Brooklyn, New York*

A study of occupational analysis, job breakdowns, job sheets, and the like should be included in the program of all teachers of business subjects, if they seek to give intelligent impetus to their work. What do we actually *know* about what we call *job breakdowns*? We have all experienced dissatisfaction with our own experiments in preparing job sheets for the office practice students.

In a recent summer school session, the members of the class were given a choice as to the field of study of classifications, and investigations promising interesting results followed. The field of FILING was one of prime importance due to the fact that many beginning workers enter business by way of jobs in filing.

In this study the preparation consisted of (1) studying in class the techniques and forms used in making job analysis; (2) searching out the most current data on occupational analysis in the area of interest; (3) making a contact with a business organization for purposes of analyzing a job; and (4) reporting back to the class the implications of the analysis in terms of instructional material.

A reasonable amount of information regarding job analysis in technical fields with beautiful samples of job breakdowns and job sheets as in Bollinger & Weaver's *Occupational Instruction*<sup>1</sup> was available, but it was found that the information in the field of clerical workers needed probing. Many large concerns follow the leads set up by technicians in industry. They have their own analysts and efficiency experts. They set up training programs and improve production. Although the school is preparing the prospective employee, rarely does information on these improvements in performance reach the school. However, a study of this report may not clear the atmosphere for the teacher investigator unless he has had experience in business.

In an investigation of state and government publications, it was found that the Department of Labor had a Division of Occupational Analysis and Industrial Services. One interesting publication found was "Job Descriptions for Office Occupations"<sup>2</sup> (1946). This was a collection of job summaries—descriptions of the work done by clerks all over the United States. It was meaningful and interesting, but it contributed nothing which

would add to one's understanding of occupations as relating to our teaching efforts.

A study was made of the State of New York<sup>3</sup> Bulletin #1332 on how the curriculum of the Institute of Arts and Sciences was built from a point of view of job analysis and job clusters (related jobs).

The effect of the study to this point was what one might expect. On-the-job contact, so to speak, was necessary to give a proper understanding of the investigation. There is no doubt but that teachers in business education should be able to speak from practical work experience.

Dr. Jesse Graham suggested some possible contacts in the business office. The office used was a perfect training laboratory for this type of investigation. A young lady, a busy executive in a large concern, cordially accepted the request for a discussion. Her knowledge was priceless and she provided copies of valuable material on job analysis and job evaluation. After giving an expert explanation, she arranged an interview with the executive manager of a large publishing company. His acceptance of a request that an on-the-job study be made in his office met with instant response from the investigator. We, as teachers, do not acquaint ourselves sufficiently with the actual routine of the business office. The job analysis prepared by the business firm was supplied but could not be understood as a working rule without actual observance of the office procedure.

To make the job analysis oneself is to *know* whereof one speaks. A step by step study of the routine of each clerk's work is the only *real* understandable criterion of information. For example, the organization of the office, the assignment of jobs, the work of the individual clerk, the supervision required in training the new employee, and in coordinating all endeavors is a picture which must be observed in detail if it is to provide a workable tool of information on the part of the teacher.

### Following Through

A report on the implication of the job analysis study in terms of instructional material is pertinent and is given as follows:

- (1) Finding and removing papers involves 20% of the filing department's time. Our students should receive more training in this phase of filing.
- (2) Sorting materials for filing uses many of the hours of the day. Our students should be trained in this work. Sorters, for quick sorting, even though improvised in type, should be used in the classroom.

<sup>1</sup>Bollinger & Weaver, *Occupational Instruction*, Pitman, 1946.  
<sup>2</sup>*Job Descriptions for Office Occupations*, Department of Labor, Division of Occupational Analysis & Industrial Services, Washington, D. C. (1946)

<sup>3</sup>New York State Bulletin No. 1332.



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## GENERAL CLERICAL AND OFFICE MACHINES

(3) In the large business establishments one finds a LOOK-UP FILE CLERK who is required to look up information, remove letters, and prepare out cards. The correspondence file clerk is required to file letters geographically that had been previously coded and to prepare cross-reference sheets where indicated. She has to file some of the correspondence in the tickler file. Advanced filing jobs should include these operations.

The practical follow-through for the classroom could be had in sorting. Yellow pressboard paper could be improvised for numerical sorters for sorting cards. Strips of pressboard about 20 x 7 inches serve the purpose. Across the width of the pressboard strips of heavy paper (7 x 3 inches) about two inches apart and sealed at the bottom to the pressboard with red scotch tape will do. Cut the tops of the strips like guides and print the classifications 1-10, 11-20, 21-30, etc. The sorters are attractive and students will be sure to find interest in this activity.

Set a table for the work and plan a step to step operation for sorting cards. Go through the steps and write the procedure as listed below:

### Numeric Sorting, Filing Job No. 1

Description of Job: Sort cards in numerical order with aid of sorter.

Supplies Needed: Cards in alphabetic order numbered 101-200; Sorter.

Steps	Key Points
1. Prepare for Work	All sorting will be at the file tables.
2. Take about $\frac{1}{4}$ of the pack at a time	Always work with a reasonable number of cards, invoices, etc.
3. Study the sorter you will use in sorting these cards; and begin sorting.	In rough sorting, place all cards numbered 101-110 in the sorter behind 1-10. Since all cards are in the 100 series, we sort for the second and third number. For instance a card numbered 119 would be sorted for 19, etc.
4. Continue until all cards have been sorted.	
5. When all cards have been sorted, take out the cards back of the first section (1-10) in your sorter and put them in correct numerical order.	The cards would now be in numerical order from 101-110.

6. Place these cards on the right side of your sorter, face down.

Are you stacking them neatly?

7. Repeat this step until all cards are neatly stacked face down on the right side of your table.

TIMETABLE—5 MINUTES  
(Note: Record the time consumed)

From this point on the real difficulties are over. Sort checks, invoices, and credit slips numerically. Follow the same formula, prepare job sheets for typing of cards (front feeding); for typing of model letters; for sorting letters alphabetically and geographically with the aid of sorters and for filing of cards and letters.

Use job sheets for finding, removing, and recording information; for preparation of outwards and cross reference sheets and for using a tickler file.

This attempt to show in part the importance of job analysis should bring home the fact that serious study of materials is a must. In addition, however, the teacher who plans to give worthwhile business preparation needs to become acquainted with actual requirements of the job in the business office.

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HARRY Q. PACKER, Editor  
LEWIS R. TOLL, Associate Editor

## AN AID TO EFFECTIVE TEACHING—THE SOUND SLIDEFILM PROJECTOR

*Contributed by Marguerite E. Waterman, City Coordinator of Distributive Education, Wilmington Public Schools, Wilmington, Delaware.*

For orientation in a distributive education class of average high school seniors, a series of sound slidefilms on retail selling was presented. Two weeks later, a visitor to the classroom asked one of the pupils to demonstrate a sale with him as the customer.

The pupil made a creditable demonstration of an unrehearsed sale. Then, the other class members analyzed and criticized the demonstration. One pupil said, "She used the greeting approach, but in many situations a merchandise approach is better." Another remarked, "She did the right thing in getting the customer to handle the merchandise." And, still another pupil had noticed that she failed to use suggestion selling.

This demonstration and the criticisms were made by pupils who had been employed less than two weeks in a part-time cooperative distributive education program. Could this pupil have demonstrated a sale and the others criticized her sales technique as intelligently with ordinary classroom presentation and discussion of the steps in making a sale? Probably not. Much of the credit undoubtedly goes to effective use of visual aids; in this case, mainly, the sound slidefilm projector.

### Presenting the Slidefilm

**Preparation.** To prepare the class for viewing the sound slidefilm, the teacher should make some general introductory remarks. By skillful questioning and brief discussion of how the information will assist the pupils, interest in the film should be stimulated. Next, it is important to point out particular points for pupils to observe, as a discussion and check-up will follow the film.

**Presentation.** After this brief but complete preparation, the film is shown. If the film is long or explains involved techniques, the main ideas or steps should be stressed by reshowing the film. In many cases, the film is shown this second time without the sound so that the class may explain the techniques and discuss them.

**Application.** The immediate application of the principles of the film is very important. Pupils should have an opportunity to demonstrate the procedures observed in the film. Often, pupils can begin this application by participation in a dramatization of a particular procedure. This is done by the teacher preparing beforehand on index cards script for short skits, with a local store situation as the basis of the plot whenever possible. These skits must be very simple and short. Then, after the

skits have given the class self-confidence, each pupil should be given an opportunity to demonstrate his skill in the procedure shown.

Another procedure in the application of the film is a discussion of the main points, emphasized by showing flash cards. "Flashing" the card on which a word or two has been printed will fix that point more definitely. Using flash cards effectively is a definite skill and it should be emphasized that the teacher should show the flash card so that all the pupils can read each one.

**Testing.** When the flash card drill, the dramatizations, and demonstrations indicate that the pupils have mastered the fundamental skills, facts, or attitudes presented in the film, the class is ready to be tested. Usually a simple check-list consisting of ten to twenty questions of the objective type is best. Such a check-list reveals at a glance the points pupils failed to learn. With a slidefilm, the instructor can very quickly turn to the portion of the film which emphasized the point pupils failed to learn. By reshowing these difficult or misunderstood sections, failures in learning can often become achievements.

**Follow-Up.** There must be a follow-up to culminate the four previous steps. This may include an assignment requiring the use of the techniques learned. Also, as part of the follow-up, the instructor should relate the lesson to the next instruction to be given. The final follow-up should be to observe each pupil and determine that he is using the information acquired. Check each performance on the basis of job standards.

Too often, teachers are quick to reprimand but slow to praise. One of the most important phases of good follow-up procedure is to commend pupils for competent performance. Even when one is not doing a job according to instruction, mention first the thing that he is doing well; then, make an honest, straight-forward criticism of what he is doing incorrectly, being careful to maintain a friendly, helpful attitude.

Good follow-up may even indicate a need for retraining. If so, the good instructor does not put it off but repeats the instruction at once. On the other hand, a teacher must avoid letting pupils become dependent on his help or coaching. Pupils often need to be encouraged to have a belief in their own ability.

### Evaluating Instruction

The conclusive proof of the value of this instruction is an affirmative answer to one of these questions. Do the pupils know the facts? Have they acquired the proper attitude? Or, are the pupils using this new skill in their work? The instruction has been effective, if the teacher can honestly say, "Yes, my pupils are doing their job to the best of their ability."

# UNITED SERVICES

## BASIC BUSINESS

HAROLD GILBRETH, Editor  
RAY G. PRICE, Associate Editor

### A RESOURCE FILE FOR BASIC BUSINESS

*Contributed by William E. Jennings, University School,  
Ohio State University, Columbus, Ohio*

Pupils from the tenth grade general core approached the business teacher and said, "Mr. James, we are studying consumer problems, and we thought you might be able to help us locate some materials relating to family budgets. You helped us when we were studying the monetary system of the United States. Do you have any materials on budgeting, especially statistical information?"

Mr. James suppressed a sigh; sub-vocally he said, I teach a full-day's schedule, I keep the school accounts, I work on faculty committees, I sponsor the Stag Club; why, oh, why do these people molest me every time they want information concerning these little phases of business? Can't they see. . . But interest in the pupils, interest in an adequate program of general education including economics and basic business understandings and skills, won out, and Mr. James worked with the students. (They knew he would, for doesn't he always help every core committee that approaches him?)

The pupils were happy and satisfied with the help they got, but Mr. James wasn't. "If only I had more to give them; more sources of information; more books, more pamphlets. I wonder where that material is that the twelfth grade collected. If only we had a central file—Well, why don't we! We shall start one immediately."

A few days later Mr. James contacted these same tenth grade pupils and asked them if they would be interested in helping build a file of resource materials in business education. The pupils agreed enthusiastically for, as they said, "Then we'll know what's here, and we can tell our core group, too." Thus, a Resource File for Basic Business was started.

From this small group of tenth graders, interest and enthusiasm spread into the other core groups. Mr. James announced to his business classes that a number of persons were working on this file and that any interested pupils who wished to join the group should meet with them during the "cut-across" period. Boys and girls came from every class. In fact, Mr. James saw that his first problem was to organize this group into smaller coordinated groups. The students agreed, and it was decided to divide the large group into four working groups.

#### Working Groups

First, the correspondents. This group was to work in the libraries in order to obtain information as to where to write for free and inexpensive materials for the file.

These boys and girls were to do the actual writing for the information and for the material. Mr. James selected two advanced pupils who were responsible for checking all letters to be mailed. They worked closely with the instructor to be sure that the letters requesting materials were "mailable." Needless to say, this group had a real experience in letter writing.

Second, the catalogue group. It was their duty to catalogue material which was available but which would not be placed in the file, such as books found in the library. Outstanding materials relative to basic business were found in the school library, in the University libraries, in the public library, and in some of the branch libraries. A card file was made of the books, papers, pamphlets, and the like, which would make available the interesting materials in the surrounding libraries. The accompanying illustration shows the information which was placed on the file cards. The material was catalogued both by author and by subject so that it can be easily located.

Radell, Neva Henrietta

Financial Planning for the Individual Family

F. S. Crofts and Company  
New York 1948

Contents

Buying a House

Income of the Evans Family

Expenses of the Family

Financial Planning for Bobby

Records of the Family

Last Will and Testament

University School Library

Third, the visiting group. This group proved to be very active. It was their responsibility to go to the business firms to collect desired materials. These pupils contacted among others, banks, insurance companies, department stores, the telephone company, law firms, advertising agencies, office machine corporations, manufacturing concerns, and transportation offices. An amazing amount of good material was brought in for the file. Several meetings were held in order to plan for their work. Certain firms and establishments were assigned to individuals, and a chart was made of firms that had been visited so that calls would not be repeated. It was decided that appointments should be made by telephone before calling on the firms. This was done in the majority of cases. A pamphlet on telephone technique was placed on the tables, and it was suggested that each one check this booklet before making the telephone calls.



Fourth, the filing group. This final group carried the most important responsibility. They were to check all the material and do the actual filing. The materials were to be filed in such a way that they would be available to all students and to all teachers. This group did much planning, studying, and work before they had a satisfactory plan and place for all of the material. Each day more materials were brought in and this showed the group that space was an important item in their job. A five-drawer standard office file was finally obtained. Heavy partitions were necessary to make a neat job; however average weight Manila folders proved satisfactory to hold the various sized materials. Books and heavy bulletins were catalogued and shelved rather than placed in the folders. The pupils used colored tabs on the folders and prepared a very attractive file. It looks inviting and it is really a busy spot in the building.

#### Uses of the Resource File

A great deal of time was involved in sorting, filing, and browsing through materials. Some, of course, was discarded by the pupils and that in question was placed on the desk of the instructor. In spite of the fact that this was a big job, it proved to be very enjoyable to the group. They spent hours, days, and weeks sitting by the file, sorting, reading, and browsing.

Materials continued coming in right up to the last week of school. Interest and enthusiasm continued to spread throughout the classes. A boy walked in one day with a book and several pamphlets, and said, "Mr. James, I noticed there is a folder in the file on 'Occupations' but there is not very much on the subject of farming. I brought this from the County Agent and would be glad to secure more material on agriculture if you want more for the file." A girl was heard in the corridor, saying, "Jane, you must go in to see the Business File today. They have another new folder—*Business Etiquette*—you should see those illustrations on the misuses of the telephone! I want Tom to see those, too; he always thinks the girls have such lousy telephone manners."

This resource file originated during the latter half of the school year, and proved to be satisfactory and beneficial to all concerned. Plans are now under way for another year. A committee, consisting of two pupils from each core group who are to be elected by the groups, will carry the responsibility of the resource file. The general plan used the past year will be continued and changed if and when needed.

Pupils and teachers alike were allowed to check out the materials by placing the name of the booklet, the date, and their name on a card and leaving the card clipped on the folder. When the material was returned, the card was destroyed.

Many teachers are finding it difficult to work satisfactorily with the core groups and at the same time teach a

full schedule of non-core classes. Why not have a resource file to help incorporate basic business into the core? Another way in which the business teacher can "find time" to help in the core, while carrying a full program, is by making full use of the help of the pupils in collecting resource materials.

Core teachers and the core groups are anxiously looking for materials relative to their units of study and will take advantage of any good material. It seems then that it should be the responsibility of the business teacher to make available to them an abundance of general business materials; at least a card index should be set up giving information concerning what is available and where it may be obtained.

The file of resource material for basic business may be placed in the library, in the core room, or in the business room. It is important, however, that the material is properly filed, and those in charge of filing should be carefully supervised until they know the system to be used.

Teachers of basic business subjects will find a resource file invaluable in their own classes.

#### Typewriting

(Continued from page 28)

not work to capacity; that an unfinished task can always be passed on to another student. A student should also be held responsible for all the materials he receives. When he works from rough draft, for example, he should assemble all the pages in their original order and return them with the finished work. Further, he should feel responsible for keeping the office work done to the extent of volunteering to do extra or more difficult work. Later, promotion may depend upon his desire and ability to do more difficult work or to take on greater duties.

*Work Harmoniously with Others.* The ability to get along with other employees is required of all office workers. The promotable worker goes beyond this minimum human-relations requirement. He radiates cheer and helps to keep other employees in a happy frame of mind that is conducive to good work. Such an individual contributes much toward smoothing out difficult situations that arise in every office. Resourceful teachers create learning situations approximating business situations where the habit of working harmoniously with others is acquired.

A student who has acquired these work habits and personality traits has a clear enough concept of the basic qualifications of a production typist to succeed on a business-production level. Because of his basic training in typing, his degree of typing skill will be adequate to meet new situations not hitherto encountered; such a transition is easily and quickly made—frequently in one day.

# UNITED SERVICES

## DISTRIBUTIVE OCCUPATIONS

WILLIAM R. BLACKLER, Editor  
JOHN A. BEAUMONT, Associate Editor

### RETAIL SALESMANSHIP—DO WE TEACH THEM HOW?

*Contributed by Willard M. Thompson, Assistant Professor of Business Administration, Sacramento State College, Sacramento, California.*

#### Editors Note:

*In addition to contributing the service article for this issue of UBEA FORUM, Mr. Thompson will serve as the cashier for a new monthly section, "The Salesmanship Savings Bank." FORUM readers are invited to become depositors and share in the gains to be withdrawn from each issue.*

Vocational courses have traditionally taught people how to do things; how to farm, how to use wood-working tools, how to write shorthand and how to operate a typewriter. Accordingly, vocational courses in retail salesmanship must teach people how to sell in retail stores. They should not evolve into courses in job relations, personality development, merchandise information and interesting facts about selling as a career.

Although these subjects have a definite place in the curriculum, when salesmanship courses embrace job relations, personality development and merchandise information, the technique of how to sell is either subordinated or avoided altogether.

Many salesmanship courses in the distributive occupations programs today teach all around the subject striking only occasional glancing blows at the "how" of retail salesmanship. Such courses should haul down the flag of salesmanship and become known by their real names, personality development, job relations, or merchandise information.

It is to be expected that salesmanship courses more than most other vocational courses will wander from the subject of teaching selling techniques because it is difficult to measure vocational competence resulting from salesmanship instruction. However, it must be remembered that courses, to be justified in a vocational curriculum, must contribute to vocational competence.

In view of this fact salesmanship teachers should pause and ask themselves—

"Am I accomplishing the vocational objective of teaching *how to sell* or am I subordinating this main issue? If teachers of other vocational skills followed outlines for their courses slanted like mine would they succeed in developing vocational competence in their students?"

Let us for a moment imagine a typewriting course set up to follow a course outline similar to that of typical salesmanship courses. The outline would look something like this:

#### Content of Course

1. Typing as a Career
  - a. Advantages
  - b. Disadvantages
2. Types of Typists
  - a. Business office typist
  - b. Government typist
  - c. Typist-receptionist
  - d. Manuscript typists
3. Qualities of a Successful Typist
  - a. Cleanliness
  - b. Appearance
  - c. Health
  - d. Family responsibility
4. Getting and Holding a Job
  - a. Choosing an employer
  - b. The interview
  - c. The application blank
5. Working with Other People
  - a. Importance of personality
  - b. Methods of building personality
  - c. Personality of fellow employees
  - d. Personality of supervisors
6. First Day on the Job
  - a. Meeting fellow associates
  - b. Office regulations
  - c. Developing friends with employees
  - d. What to do when there is nothing to do
  - e. Social conversations in work hours
7. Principles of Typewriting
  - a. The typewriter
  - b. Purposes of typewriting
  - c. Securing information to be typed
  - d. Approaching the typewriter
  - e. The typing process
  - f. Obstacles in typewriting
  - g. Closing the manuscript or letter
8. Mistakes New Typists Make
  - a. Fear
  - b. Emulating other typists
9. Making a Career of Typewriting

How much vocational competency would be produced from a typewriting course of this kind? Correspondingly, how can vocational competency in salesmanship result from the traditional salesmanship course following similar subject headings?

Salesmanship courses like typewriting courses are vocational, engaged in teaching persons how to do something. To accomplish their purpose they must teach the techniques of selling which make up the skill of salesmanship. Students must be introduced to these techniques and drilled in using them by means of class problems and demonstration sales. Then teachers must follow up to determine how well students apply these techniques to their work experiences.

The following is a suggested outline for a course in retail selling eliminating extraneous material and concentrating on the "how" of selling:

# UNITED SERVICES

## DISTRIBUTIVE OCCUPATIONS

### Content of Course

1. Attitudes of Salespeople
  - a. Toward store
  - b. Toward salespeople
2. Greeting Techniques
  - a. Greeting waiting customers
  - b. Greeting "lookers"
  - c. Greeting the second customer
3. Techniques of Disclosing Customer Wants
  - a. When they know what they want and won't tell
  - b. When they don't know what they want
- c. When they ask for one thing and want another
4. Introducing Merchandise
  - a. When
  - b. What to say about it
  - c. How to demonstrate it
  - d. When to stop showing
5. Meeting Objections
  - a. Techniques of answering objections
  - b. Anticipating objections
6. Aiding Decision
  - a. Techniques of handling excuses
  - b. Techniques for closing sales
7. Techniques of Insuring Satisfaction
- a. Assuring that each customer has all of everything she needs
- b. Assuring customers' long-term satisfaction with each purchase
8. Clerical Details of Selling\*
  - a. Cash receiving
  - b. Sales-check writing
  - c. Package wrapping
  - d. Computing sales-tax
  - e. Authorizing charges
  - f. Other details dependent upon local requirements

\*This may be omitted except when local conditions require it of work-experience students.

### FORUM SALESMANSHIP SAVINGS BANK

Teachers of salesmanship and merchandising—here is your own monthly column, an ideal savings bank founded on the premise that if anything needs saving it is a good idea. You may borrow as you need by reading the monthly deposits appearing here and you are invited to become a depositor. If you submit an idea you will be given full credit when it is used.

#### What kind of deposits do we want?

We want specific solutions to problem situations in retail salesmanship as used by you and your students. For example, you may have discovered a particularly successful way of helping students handle sales-grabbers; or you may have a unique answer to the popular customer response "No thanks, I'm just looking." Maybe you have been unusually successful in teaching students to use the merchandise approach. Perhaps you have proved that certain traditional salesmanship principles are not universally adaptable. Whatever the practice, principle or idea, if it is worth saving, please deposit it in the FORUM Salesmanship Savings Bank and allow it to draw the interest of hundreds of other teachers. You can spend this interest, too. You will gain hundreds of new ideas to add to your present inventory.

The problem of handling difficult selling situations is forever with us. All teachers of distributive subjects have good ideas as to how to solve them but none of us have all the answers. This feature will work to the advantage of salesmanship and merchandising teachers because it will provide all of us with more good methods of handling problem-selling situations. We have enough stock on hand to last a few months but we invite your contributions immediately. We can't afford to risk letting the well run dry.

Your cashier submits the first deposit.

#### Problem:

A student in a salesmanship course who was employed at a blouse counter asked, "How can I identify people who really want to buy from the just lookers?"

#### Answer:

You cannot. Therefore, you must consider all persons entering your department as potential purchasers of blouses. People exert great effort to get from their homes to your department and most of them are there because they feel a need to buy something. They may wander from store to store replying, "No thanks, I'm just looking" to the salesperson's question, "May I help you?" because they do not know exactly what they want. At the same time, they may be hoping for salespersons who will help them look without making them feel obligated to buy. They need help and it is the salesperson's function to help them.

Imagine a filling station attendant sizing up a motorist driving up to the pumps and commenting, "Oh, he is just a looker. I can always tell them by the way they drive in." Yet, in the retail store we frequently work side-by-side with the old experienced salesperson who contends, "Yep, I can always tell the 'live ones' (people who will buy) from the 'dead ones' (people who will not buy) by the way they enter the department.

You cannot pick the "live ones" from the "dead ones." You must treat all shoppers like the potential good customers they may be.

#### Principles Involved:

A salesperson *cannot* determine a shopper's intentions from a first-glance impression.

Everyone entering the department is entitled to a salesperson's unprejudiced assistance.



# UNITED SERVICES

## OFFICE STANDARDS AND COOPERATION WITH BUSINESS

ERWIN M. KEITHLEY, Editor  
ARTHUR S. PATRICK, Associate Editor

### ABILITY, INTERESTS, AND ATTITUDES OF HIGH SCHOOL SENIORS

*Contributed by Dora F. Capwell, Director, Allegheny Vocational Counseling Center, Pittsburgh, Pennsylvania*

All teachers who work with high school seniors are very much aware that shortly these pupils will be faced with the problem of selecting additional training or finding a job. Many teachers, besides giving instruction in typewriting, shorthand, history, or physics, wish to help boys and girls become men and women able to succeed in the world of work, to make a satisfactory adjustment to the more adult demands of the post high school environment. Such teachers realize that not all guidance can be done by a specialist and that the day-to-day influence of the classroom teacher can have a significant effect on the student's attitude toward his vocational plans. The present study,<sup>1</sup> which describes some factors of ability, interest, and attitude found in the high school senior, may aid guidance-minded teachers by illustrating the use of common ways of measuring these factors and discussing the implications of the findings for high school educators.

#### Purposes of the Study

The research study which will be partially described was an attempt to collect some objective information to aid us in understanding high school seniors. Three of the questions with which the study dealt were these:

1. What is the range and distribution of verbal intelligence in a representative group of high school seniors in an urban school system?
2. Do high school seniors have definite patterns of interest, and what are some of them?
3. What is the distribution of personality traits which are important for getting along with people on the job?

#### Methods and Procedures

Two senior class sections were chosen at random from each of five high schools located in different areas of the city of Pittsburgh. These pupils, comprising a group of 150 boys and 159 girls, took a group of psychological tests, all of which sometimes are used to select workers

for business and industry.<sup>2</sup> The results were studied for the total group, for girls and boys separately, for those who stated they intend to go to college (referred to hereafter as the college group), and for those who do not intend to go to college (the non-college group). Space does not permit detailed discussion of all findings, but let us consider those which have definite implications for educators.

#### Interest in College

The first finding of interest is the number who indicated their intentions of going to college. Over half of the boys and a third of the girls, 44 per cent of the total group, stated they expect to go to college. Judging from the statistics of former years, we know the percentage of actual college attendance will not be that high. Probably both scholastic and financial limitations will reduce the number. However, attendance at college has prestige value today, and many high school pupils talk about college because it is the thing to do.

The general and wholesale glorification of a college education is unfortunate and is bad counseling. High school teachers can help pupils by discussing college realistically, not as a door of opportunity for everyone, but as a good place to go if—(1) you are a good pupil in high school, so you will be admitted to college and be able to stay there, (2) you are interested in jobs which require college rather than some other kind of training, or (3) you enjoy reading and studying and can finance a liberal arts education as a general preparation for life. Pupils who cannot say "yes" to the first statement and either the second or the third should consider some other kind of post high school planning. The same ideas should be discussed with parents at every opportunity, as often they are the ones whose misconceptions about college training result in unwise planning.

The wide range of ability found in high school pupils, as measured by verbal intelligence tests, is well recognized by teachers. In this study we obtained a median score on the Wonderlic Test of 21, which converts to an IQ of 103. Twenty per cent of the total group obtained scores falling within the middle range for college-trained job applicants, whereas twice that number would like to go to college. However, 12 per cent of the non-college group had scores at the college level, suggesting that some high school graduate job applicants have college-level ability. At the other end of the scale, the lowest quarter of the group had scores which convert to IQ's below 94, which is equivalent to what Wonderlic

<sup>1</sup>The study was conducted by the Allegheny Vocational Counseling Center with the permission of the Pittsburgh Public Schools. The statistical analysis was under the supervision of Mr. M. V. Taylor, Jr., Research Associate on the Center staff, and other members of the staff assisted in administering the test, scoring, and tabulating the results. Dr. Charles E. Manwiller, Director of Curriculum Development and Research, Pittsburgh Public Schools, and the principals of five city high schools aided in setting up the project. The students themselves cooperated commendably in a project from which they themselves derived no direct benefit.

<sup>2</sup>Study was designed for a report to the National Office Management Association and presented at Philadelphia Convention, May 25, 1949.

OFFICE STANDARDS AND  
COOPERATION WITH BUSINESS

lists as minimum scores for persons in occupations such as general factory help, routine salesmen, janitors, and unskilled labor.

## Guidance and Public Relations

This tremendous range of ability in those who remain in high school presents serious problems to teachers and those who plan the curriculum. Large city school systems, which can present wider choice of curricula, have a great advantage but find that intelligent use of diversified curricula depends on the quality of guidance procedures throughout the high school course and also the amount of interpretation given to parents. *Continual interpretation to employers, who need to appreciate the reasons for the wide differences in ability found in high school graduates, is necessary to insure their sympathetic attitude toward the school's problems and objectives.* Considering the ability factor, not all high school graduates can possibly reach the same acceptable levels of achievement in spelling, grammar, and arithmetic. This is not to excuse the schools from continually trying to improve the effectiveness of their teaching, but there is considerable evidence that teaching today is more effective for greater numbers of students than ever before.

## Interest Patterns

Results from the Kuder Preference Record provided information on the incidence of interest in nine areas—mechanical, computational, scientific, persuasive, art, literary, music, social service, and clerical. Certain combinations of these interests are found among those who select certain specific types of training and those who are successful in certain jobs.

In this group of high school seniors only three persons showed no interest pattern. Ten per cent of the group had more than three high interest scores, suggesting that counseling may be necessary to aid them in sorting out their interests and deciding which are to be expressed vocationally and which avocationally. The great majority had one to three interest scores, forming a definite pattern. Of those not going to college, a third of the girls and 17 per cent of the boys had clerical interests. Persuasive and art interests were most frequent in non-college girls, and art, musical, and mechanical interests in non-college boys.

Interest measures could be used more often for counseling and schedule planning at the high school level. The counselor or teacher who uses them, however, needs some training, either in-service conferences or additional college courses, related to the use and interpretation of interest test findings.

## Personality Traits

The question, "What is the distribution of personality traits which are important for getting along with people on the job?" was explored by use of the Guilford-Martin Personnel Inventory, which was designed to identify troublemakers on the job. The three traits measured are objectivity, as opposed to a tendency to take things personally; agreeableness, as opposed to a dominating disposition; and cooperativeness, as opposed to fault finding or overcriticalness of people and things.

The findings on the personality questionnaire were rather startling. On the objectivity and agreeableness scales, 39 per cent had scores in the unfavorable direction, and 35 per cent had unfavorable scores on cooperativeness. When these results are compared with the results from two industrial groups, we find that workers applying for promotion show the best attitudes, young people applying for apprenticeships show the next best attitudes, and the high school seniors the poorest attitudes.

When items themselves were analyzed, we found that high school seniors frequently show intolerance toward others and often open resentment or belligerence. They like to see someone beaten at his own game, and they feel contemptuous toward those who do not occasionally assert themselves. They feel inclined to tell rude people where to get off, to tell nosey people to mind their own business, and to stand up for what they think is right. Low cooperativeness scores were related to items such as the belief that people higher up dodge the dirty work, that most people are thoughtless of the rights of others, and that public office holders look out for their own interests. These reveal a degree of cynicism and suspicion of others which many would not anticipate in a high school group.

There are technical difficulties involved in the interpretation of these results, such as consideration of the appropriateness of the norms when applied to a high school group and the question of whether these attitudes relate to poor job adjustment when found in the inexperienced worker. But the findings are so dramatic just from the standpoint of a description of student attitudes that their implications are worth considering.

## Implications for Teachers

Judging from the personnel inventory results, *pupils need more training in how to get along with people.* High school education involves specific skill training of some types; but with or without specific vocational skills, the pupil best ready to succeed in the world of work is one with adequate social skills and healthy attitudes. These

(Continued on page 41)

# UNITED SERVICES

## BOOK REVIEWS

JESSIE GRAHAM, Editor  
HYLA SNIDER, Associate Editor

***Improvement of Instruction in Typewriting*, by E. G. Blackstone and Sofrona Smith, Prentice-Hall, Inc., Second edition, 1949, 470 pages, \$5.35.**

REPORTING some thirty of their own investigations, along with hundreds of research studies by others in the field, the authors of this book have brought together in well-organized form material of unquestionable value to all who are concerned with the teaching of typewriting. *Improvement of Instruction in Typewriting* not only points the way for those who lack experience, but it contains ample substance to arouse the interest (and to jar the complacency) of the seasoned classroom teacher. For all interested persons, it opens the way for exploration in an important field, and one in which the frontiers are barely identified.

In this study is found a comprehensive treatment of subjects, ranging from the physical environment and equipment of the classroom to the qualifications of the teacher. Critical appraisal is given of methods of presentation of a lesson, for testing, for grading, and for remedial instruction.

Typewriting is treated as a modern tool of communication which is growing in importance. Emphasis is given to a need for the enrichment of typewriting courses and for their modification in response to changing needs, as for personal, semivocational and vocational use. A constant awareness of the necessity for changing techniques and methods is advocated, as indicated in the following typical statement: "Correct typing skills are not fixed habits; they are flexible and plastic, susceptible to change and improvement in speed, accuracy, and economy of motion and energy, even among experts." Positive statements concerning controversial subjects are sometimes made, but these reflect expert opinion, and opinion which unfortunately has not "jelled."

Since enrollment in typewriting exceeds that of any other business subject, and since its instruction is offered on so many levels, for both vocational and nonvocational use, this up-to-the-minute presentation of methods should evoke wide interest among administrators and members of the teaching profession.

***A Guide to Bank Correspondence*, by Robert Morrison, The Bankers Publishing Company, 1949, 228 pages, \$5.00.**

IN *A Guide to Banking Correspondence*, Mr. Morrison writes convincingly of the opportunities which our financial institutions, as vendors of service and good will, have for building business by applying sound principles

of psychology and effective writing to their correspondence, in letters ranging from those concerned with routine matters to those dealing with the more complex matters of collection and credit and loans.

As a result of the study of bank correspondence over a wide area and in many states, the conclusion is drawn that the importance of the sales function of banks is likely to be overlooked; also, that there is often an inconsistency in the good grooming of the bank's physical properties and that of its letters, which sometimes suffer from overconservatism and from trite and hackneyed expressions.

In a field where the customer is found in all walks of life, there is a particular need for clarity of expression and for sympathetic understanding in dispensing information and counsel. That the consideration of such factors can be directed toward business building for the bank is demonstrated by cases cited which indicate a favorable response to a warm individual approach and the use of nontechnical language in banking correspondence.

Mr. Morrison brings to this specialized field of communication a practical and realistic approach. His descriptions of the various types of letters customarily written by banks are supported graphically by a generous number of actual letters collected from cooperating banks from several states. His book provides constructive guidance, and, in addition, it contains a challenge to the banking executive for a re-examination of his correspondence, to see whether in policy or in practice it has shortcomings which might be corrected.

***Principles and Methods in Business Education*, by Stephen J. Turille, McClure Printing Company, Staunton, Va., 1949, 320 pages, \$4.**

PROSPECTIVE teachers of business subjects whose training includes only one course in methods of teaching the business courses will be able to build for themselves a generalized outline of such teaching, the details to be filled in as they acquire experience. This book reflects Dr. Turille's teaching of courses in business education and in methods of teaching the business subjects in at least four business teacher-training institutions.

The book covers objectives, standards, organization of the business education department, curriculum, methodology, and other topics. The presentation is slanted toward the relationship of these areas to effective instruction.

There is strong emphasis upon lesson plan-

ning, the recognition of individual differences, and improvement of instruction. Consumer education is considered a subject in which the needs of individuals must be met.

There are only four chapters on methods of teaching the various subjects. Typewriting, shorthand, and transcription, together with office machines, are considered in one chapter, although bookkeeping, basic business and distributive education are assigned separate chapters.

Newer features of business education are mentioned, among them the (UBEA-NOMA) National Business Entrance Tests.

While there are very few section headings and other breaks in the text material, this feature is well balanced by a summary of guiding principles at the end of each chapter, questions and problems for class discussion, and references for further reading.

Ideally, the beginning course in which this book is used should be followed by specialized methods courses in one or more subjects, and student teaching. If such specialization is not possible, the student can take the book with him and use it and the listed references as a guide to lesson planning.

***Methods of Teaching Business Subjects*, by Herbert A. Tonne, Estelle L. Popham, and M. Herbert Freeman, Gregg, 1949, 438 pages, \$3.50.**

UNLIKE Dr. Turille's new book on methods, this larger volume is devoted to methods of teaching the various business subjects, with the exception of the beginning and ending chapters addressed to the teacher in training.

After a chapter on principles of skill building, there are six chapters in which the teaching of shorthand, typewriting, transcription, and office machines is presented. Naturally, there is room for much more detail than is possible in the Turille book, in which the emphasis is upon principles of methodology with guides to applying them to the teaching of the separate business subjects. In this book, there are chapters on basic business and distributive education, plus business arithmetic.

Many authors are quoted in the chapters on methods—that constitute a synthesis of the generally-accepted procedures for teaching the skill subjects. There is helpful end-of-the-chapter material for the student.

This book is suitable for a general methods course in business education, or portions may be used in the methods classes devoted to the separate subjects.



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### Office Standards

(Continued from page 39)

must be taught better, not only through class discussion but also by demonstrations and actual practice. How to get along with others, how to cooperate instead of compete, how to attack group problems constructively, how to understand the feelings and motivations of others, how to exercise tolerance with those of opposing mind—these and many others are part of the needed “know-how” which aids in successful job adjustment, better home adjustment, and better community living. Of course, one of the most effective ways of teaching good human relations is for a teacher to demonstrate his own ability to work within a school system, maintaining a good relationship with his principal, his teaching associates, and his pupils.

Not until recent years did we think it necessary or possible to teach human relations. But the entire modern scene, including the problems of industry, the frequent home difficulties, and the need for more effective world cooperation, stresses these very skills as the crucial need of our time for all people. American education at the elementary and secondary level can attack some of these problems at the source, first, by giving teachers better training in the skills of social living and, second, by encouraging more direct teaching of the techniques of sound human relations.

EDITOR'S NOTE: Dr. Capwell received her doctorate in psychology from the University of Pennsylvania.

### Shorthand

(Continued from page 26)

student's ability represent the greatest victory that can come to any teacher.

5. Take your students into your planning and conduct of the class. Ask your students from time to time to write unsigned statements evaluating the content of the class and making suggestions for its improvement. You will be amazed at the constructive statements you will receive as well as some of the interesting ideas which you can use. Allow your students to help you teach. If you have a good mimeograph operator, allow that student to teach others. This is an excellent way for that student to demonstrate his knowledge and to gain assurance from possessing it. Student demonstration promotes good classroom spirit since young people like group activities. It fosters in a constructive manner their gregarious instinct and a democratic characteristic.

Finally, let us remember that whether we teach Latin, history, or shorthand, we are first of all teaching girls and boys. The typewriting or the shorthand you teach a young person may be unused in a few years, but what you did to that young person by way of making him an ethical, pleasant, attractive and useful individual is of permanent value.

As a banker recently said, “I have long since forgotten the technical knowledge taught me by the outstanding teacher in my memory, but the ethics and philosophy of life transmitted to me in that classroom have been of enduring and constructive value.”



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\*By J. HUGH JACKSON, M.B.A., LL.D., C.P.A.

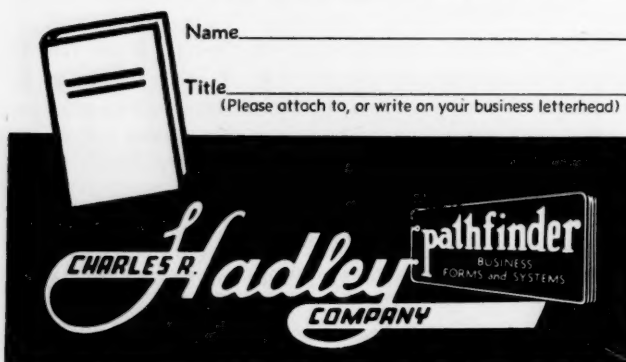
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#### Bookkeeping

(Continued from page 30)

the field trip should suggest the service-job to be carried on in school. After sampling of jobs within the school, try-out experiences with part-time employment may lead to intelligent placement or specialized study upon graduation.

#### Occupational Counselling

Before the first field trip the pupil should have opportunity to discuss the factors other than salary, which enable a person to find happiness and fulfillment in work. After each trip the job observed should be discussed in terms of individual preferences, habits, and abilities. The pupils should be led to cultivate the mental habit of comparing job characteristics with their personal characteristics. The results of their observations and discussions will be further clarified in conferences on career day, previously discussed.

A simple testing program should be carried on by the school or business club. In addition to the usual intelligence, reading, and arithmetic ability tests, there should be interest inventories, aptitude tests, and as many tests of specialized skills as conditions warrant. The success of the testing program depends upon the availability of a teacher willing to develop the requisite skill and judgment. Occupational pamphlets and motion pictures, often loaned by industry, should supplement the testing program.

The businessmen whose interest in the school was aroused by the field trips and conferences should be drawn into the counselling program, to make available private interviews, part-time work experience for tryout purposes, and placement upon graduation.

It would be well for the business club to develop a strong alumni group to assist with counselling, placement, and follow-up of graduates in business.

#### Summary

A program for the enrichment of the secondary-school curriculum will have simple beginnings and natural growth. Starting with field trips, it will progress to an FBLA Chapter when sufficient interest on the part of pupils develops. Career days will follow when the club members are ready for the project. Later, occupational pamphlets will be acquired and a testing program initiated. Interest on the part of the business community will lead to job-counselling interviews and part-time work experience.

The rewards will be numerous and distributed. Such expressions as "Bought merchandise —", and "Took stock —" will have more adequate meaning. Business pupils will enjoy more importance among their associates and will approach their occupational choices more thoughtfully and with more understanding. The school will have more friends in the community and the community, a greater interest in the school. Then the business pupil may well address his neighbor, the businessman, in the words of Longfellow:

Thanks, thanks to thee, my worthy friend,  
For the lesson thou hast taught!  
Thus at the flaming forge of life  
Our fortunes must be wrought.



## "PROFESSIONAL" BUSINESS TEACHERS

How common it is for teachers to identify an associate, and say, "He's certainly professionally minded." Just what do we mean when we refer to "professional" business teachers? A number of things, of course. But one thing we do mean, for sure, implies active organization membership!

Now, nearly all of us could feel a sense of pleasure and satisfaction on this point of active organization membership. After all, those of us reading this page—and there would be very few exceptions—are active members of our national organization of business teachers, the United Business Education Association. Most of us are members of our respective state or regional organizations. Many are members of our general, all-inclusive teacher associations at local, state, and national levels. On the latter point, some of us are life members of the National Education Association. A significant number of us could claim continuous, active membership in Phi Delta Kappa or Pi Lambda Theta; and many could report current participation in chapters of Delta Pi Epsilon, Pi Omega Pi, business educators' forum and discussion groups, and other similar business teacher organizations.

This line of thought is most encouraging, and seemingly altogether complimentary. But, in it, there is a great challenge. It's so easy for us to talk to ourselves about ourselves! What about our business teacher associates who do not belong to our organizations? . . . who have not caught the spirit of professionalism expressed in appropriate organization memberships? As our first UBEA problem, it is easily defined and its scope is obvious. Even the facts are at hand. Only the important procedure of individual action remains. And this means, simply, that each of us has a job to do. We must "sell" our business teacher associates and friends—those who are not on the membership rolls of our state and national organizations—on the importance and value of continuous membership.

Our UBEA membership goal for this year is eight thousand. Within another year or so, we should have ten thousand members. It should be reasonable to assume that before long we shall have between twelve and fifteen thousand UBEA members. Membership figures such as these will be achieved by individual business educators who see the need, who are enthusiastic about achieving such membership goals, who make it their business to single out fellow teachers who are not now members of our organization, talk to them about UBEA, review the advantages of professional membership, invite them (yes, even urge them) to join with us in our great project: a United Business Education Association adequately representing and truly qualified to speak for business education in America.

Let's make it our business this month to round up at least a thousand "new" members for our UBEA. Let's carry our affiliated state and regional organizations right along with us. If we can have the joy and satisfaction of seeing our membership figures jump significantly all along the line, we'll really feel like "professional" business teachers.

EDWIN A. SWANSON, *Vice President, UBEA.*



Detach here

**JOINT MEETING**  
**NATIONAL ASSOCIATION OF BUSINESS TEACHER-TRAINING INSTITUTIONS**  
**U. S. CHAPTER, INTERNATIONAL SOCIETY FOR BUSINESS EDUCATION**  
**UBEA RESEARCH FOUNDATION FOR BUSINESS EDUCATION**  
**ADMINISTRATORS' DIVISION OF UBEA**

Hotel Claridge  
Atlantic City, New Jersey  
February 24-25, 1950

**Theme: Professionalization of Business Teacher Education**

**NABTTI  
EXECUTIVE  
COMMITTEE**  
Thursday  
7:30 p.m.  
Board Room  
(2nd floor)

President: E. C. MCGILL, *Head, Department of Business Education, Kansas State Teachers College, Emporia.* Committee: JOHN L. ROWE, *Teachers College, Columbia University, New York City*; HARRY HUFFMAN, *Virginia Polytechnic Institute, Blacksburg*; ROBERT P. BELL, *Ball State Teachers College, Muncie, Indiana*; STEPHEN J. TURILLE, *Madison State College, Harrisonburg, Virginia*; KENNETH J. HANSEN, *Colorado State College of Education, Greeley*; MARGARET BUCHANAN, *Mississippi State College for Women, Columbus*; J. MARSHALL HANNA, *University of Ohio, Columbus*; JOHN M. TRYTTEN, *University of Michigan, Ann Arbor*; PETER L. AGNEW, *New York University, New York City*; HOLLIS GUY, *UBEA Headquarters, Washington, D. C.*; and ALBERT C. FRIES, *Northwestern University, Evanston, Illinois.*

**REGISTRATION**  
Thursday Evening-  
Saturday Morning  
Foyer  
(2nd floor)

Chairman: HOLLIS GUY, *Executive Secretary, United Business Education Association, Washington, D. C.* Committee: DOROTHY VEON, *George Washington University, Washington, D. C.*; HARRY HUFFMAN, *Virginia Polytechnic Institute, Blacksburg*; KENNETH J. HANSEN, *Colorado State College of Education, Greeley*; and RUSSELL CANSLER, *Northwestern University, Evanston, Illinois.*

**FIRST  
GENERAL  
SESSION**  
Teacher Education  
Friday  
10 a.m.  
Trimble Hall  
(2nd floor)

**Part I, NABTTI—The Professionalization of Teacher Education (10-11 a.m.).** Chairman: E. C. MCGILL.

"Professionalization of Teacher Education at the Pre-Service Level"—F. C. ROSECRANCE, *Associate Dean, School of Education, New York University, New York City.*

"Professionalization of Teacher Education at the In-Service Level"—KARL W. BIGELOW, *Professor of Education, Teachers College, Columbia University, New York City.*

**Part II, NABTTI Panel: Implications of Professionalization for Business Teacher Education (11 a.m.-12 noon).**

"Implications for Research in Business Teacher Education"—PAUL S. LOMAX, *Chairman, Department of Business Education, New York University, New York City.*

"Implications for the Large University Graduate School"—HAMDEN L. FORKNER, *Head, Department of Business and*

*Vocational Education, Teachers College, Columbia University, New York City.*

"Implications for the State Supervisor of Business Education"—ARTHUR L. WALKER, *Supervisor of Business Education, State Department of Education, Richmond, Virginia.*

"Implications for the Administrator of Business Education"—BERNARD A. SHILT, *Supervisor of Secondary Business Education, Public Schools, Buffalo, New York.*

"Implication for the State Teachers College"—EDWIN A. SWANSON, *Associate Professor of Commerce, San Jose State College, San Jose, California.*

**Part I, NABTTI—The Professional Treatment of Subject Matter (1:30-3 p.m.).** Chairman: HARRY HUFFMAN.

"Professional Treatment of Bookkeeping"—ALBERT MOSSIN, *Chairman, Department of Business Education, Teachers College of Connecticut, New Britain.*

"Professional Treatment of Social Business Subjects"—THEODORE WOODWARD, *Head, Department of Business Education, George Peabody College for Teachers, Nashville, Tennessee.*

"Professional Treatment of Skill Subjects"—RUSSELL CANSLER, *Professor of Business Education, Northwestern University, Evanston, Illinois.*

"Professional Treatment of the Distributive Occupations"—M. HERBERT FREEMAN, *Chairman, Department of Business Education, New Jersey State Teachers College, Paterson.*

**UBEA Research Foundation, Administrators' Division of UBEA, and U. S. Chapter of International Society for Business Education.**

**FIRST  
GENERAL  
SESSION**  
(continued)

**SECOND  
GENERAL  
SESSION**  
Teacher Education  
Friday  
1:30 p.m.  
Trimble Hall  
(2nd floor)

**CONCURRENT  
SESSIONS**  
(Continued)

# UBEA IN ACTION

## NEWS, PLANS, AND PROGRAMS

### Membership Tops Mid-Year Record

UBEA membership figures for the first half of this school year show an increase of 600 over the same date a year ago. Sixty-eight per cent of the national goal for May 31, 1950 has been achieved. The encouraging results obtained during the first half of the school year give reason to believe that the membership will reach 8,000 before the end of the year.

The following states have not only exceeded the previous mid-year record, but have also exceeded the total number enrolled at the close of the fiscal year, May 31, 1949:

Alabama	Montana
Arizona	New Jersey
California	New Mexico
Colorado	New York
Connecticut	North Dakota
Dist. of Columbia	Oregon
Florida	Pennsylvania
Georgia	South Carolina
Idaho	South Dakota
Illinois	Tennessee
Indiana	Vermont
Iowa	Virginia
Kentucky	West Virginia
Maine	Wisconsin
Maryland	Wyoming

States which are within striking distance of the May 31, 1949 enrollment are: Delaware, Kansas, Louisiana, Massachusetts, Michigan, Minnesota, Mississippi, Nebraska, Nevada, Ohio, Oklahoma, Rhode Island, and Texas.

All districts are ahead of the May 31, 1949 enrollment except Northeastern which lacks only 39 members of equaling the count on that date.

A number of city school systems and college faculties claim 100 per cent enrollment of business teachers in UBEA. Approximately 16 per cent of UBEA members hold professional membership in the Association with Business Teacher Education (NABTTI) leading in the enrollment for Divisions.

Strenuous effort on the part of membership workers will be made during the next five months to achieve the national goal. Further collective effort in joining and working together and the spirit of service exemplified by hundreds of membership workers will produce the desired results. Enrolling 8,000 members means much more than getting numbers. The significant thing is not the quota so much as the development of the profession which come through a large national association.

### A United Front

A highlight of business education in 1949 was the progress made in the program for unification of state, regional, and national associations. The following local, state, and area associations voted UBEA affiliation during the year: Idaho Business Education Association; Illinois Business Education Association; Indiana State Teachers Association, Business Education Association; Missouri State Teachers Association, Business Education Section; Montana Business Education Association; Philadelphia Business Teachers Association; Tri-State Business Education Association; and Utah Education Association, Business Education Section. Forty-three associations are now affiliated with UBEA. The report of regional associations is given below.

#### SBEA

The Southern Business Education Association was the first of the three existing regional associations to apply for affiliation with UBEA. The Executive Committee of this organization passed a resolution at its recent meeting in Miami inviting UBEA to participate actively in future conventions. Plans are now being formulated to hold sectional meetings at the Richmond convention in 1950 which will feature FBLA, UBEA Testing Programs, and other activities of national and regional interest to business teachers.

#### WBEA

At a meeting held in Corvallis, Oregon, on November 26, 1949, representatives of local, state, and national business education associations drafted a plan for creating a Western Business Education Association. The group was unanimous in its decision to affiliate with UBEA as quickly as possible and to integrate its program in support of a united profession. WBEA will be composed of affiliated state associations and a unified plan of dues is being developed. It is anticipated that the unification of effort on the part of local, regional, and national associations will effect economies in soliciting memberships and other activities which will support the total program. When completely organized, a section in the UBEA FORUM will become the official spokesman for WBEA.

Plans are in process to provide a seat on the UBEA National Council for the official representative of WBEA. This association will also have the privilege of

sending two delegates to the UBEA Representative Assembly.

#### EBTA-NBTA

Presidents of EBTA, NBTA, and UBEA were authorized by their respective executive committees to meet in Washington to explore the possibilities of closer cooperation in their membership services. The three presidents met on August 21-22, 1949 and a second meeting was held in Miami at the time of the SBEA convention. The Presidents' Committee reviewed the purposes of each association; examined the membership records to determine the number of individual teachers holding membership in one, two, or the three associations; ascertained the cost of publications and overlapping of publication services; and projected plans for the consideration of the Joint Committee composed of three members from each association.

The Joint Committee met in Chicago on December 27. Members of the Committee were in complete agreement that cooperation is desirable under a plan which includes the following:

1. *The identity of the regional organizations should be retained.* With the tradition developed over a period of years and the program of service which has been provided, the Joint Committee believed that business education in the areas concerned could best be served through a retention of the identity of both NBTA and EBTA as organizations which would function with UBEA in a unified program. Each organization would expect to perform the duties and render the services in its area which can be car-

(Continued on page 50)

### Atlantic City Meeting

The joint meeting of the National Association of Business Teacher-Training Institutions and other UBEA Divisions is one of approximately 50 groups which will hold sessions concurrently with or preceding the annual meeting of the American Association of School Administrators in Atlantic City during the last part of February. Business educators who plan to attend the joint meeting on February 24-25 should make reservations immediately by writing to Hotel Claridge.

**RESEARCH**  
Friday  
3:30 p.m.  
Board Room  
(2nd floor)

**UBEA Research Foundation**

"Research Studies on the National Business Entrance Tests"—Chairman: WILLIAM M. POLISHOOK, *Head, Department of Business Education, Temple University, Philadelphia, Pennsylvania.*

"Report on What is Being Done to Validate the National Business Entrance Tests"—PAUL S. LOMAX, *President, UBEA Research Foundation.*

"A Study of the Relationships Between Achievement on the National Business Entrance Tests and the Job Performance of Beginning Stenographers and Typists"—JOHN HOWARD NELSON, *Cornell University, Ithaca, New York.*

"A Study of the Relationships Between Achievement on the National Business Entrance Tests and the Job Performance of Beginning Bookkeepers"—ROBERT E. SLAUGHTER, *Vice President, The Gregg Publishing Company, Business Education Division of McGraw-Hill, New York City.*

"A Study of the Relationships Between Achievement on the National Business Entrance Tests and the Job Performance of Beginning General Clerical Workers"—HERBERT A. HAMILTON, *Southwestern Louisiana Institute, Lafayette.*

**ADMINISTRATORS**  
Friday  
3:30 p.m.  
West Room  
(2nd floor)

**UBEA Administrators' Division**

"Business Education and the Business Education Administrator"—Chairman: BERNARD A. SHILT, *President, Administrators' Division of UBEA.*

"Who Should Take Business Education Classes?"—HELEN REYNOLDS, *Professor of Education, New York University, New York City.*

"The Orientation of a Business Teacher in a School System"—FOSTER W. LOSO, *Principal, Grover Cleveland Junior High School, Elizabeth, New Jersey.*  
Discussion.

**INTERNATIONAL**  
Friday  
3:30 p.m.  
East Room  
(2nd floor)

**U. S. Chapter, International Society**

"Activities of the International Society for Business Education and the United States Chapter"—Chairman: HAMDEN L. FORKNER, *President, U. S. Chapter.*

"The Benelux Conference"—HERBERT A. TONNE, *Professor of Education, New York University, New York City.*

"The National Conference on Education in Occupied Countries"—DOROTHY H. VEON, *George Washington University, Washington, D. C.*  
Plans for the Society

**Part I, NABTTI—The Professionalization of Methods Courses (9:30-10 a.m.).** Chairman: JOHN L. ROWE.

"The Professionalization of Methods Courses in Business Education at the Pre-Service Level"—CATHARINE STEVENS, *Assistant Professor of Business Education, Teachers College of Connecticut, New Britain.*

"The Professionalization of Methods Courses in Business Education at the In-Service Level"—JESSIE GRAHAM, *Supervisor of Business Education, Los Angeles, California.*

**Part II, NABTTI—Professionalization and Integration of Subject Matter Courses with Directed Observation and Student Teaching Programs (10-10:30 a.m.).**

DOROTHY TRAVIS, *Central High School and University of North Dakota, Grand Forks.*

HELEN KEILY, *Supervisor, High School Student Teaching, State Teachers College, Salem, Massachusetts.*

**Part III, NABTTI Panel: Implications for Professionalization of Methods Courses and Integrated Student Teaching Programs (10:30-11 a.m.).**

PAUL A. CARLSON, *Chairman, Department of Business Education, State Teachers College, Whitewater, Wisconsin.*

LUCILLE BRANSCOMB, *Professor of Business Education, Alabama State Teachers College, Jacksonville.*

MARGARET BUCHANAN, *Professor of Business Education, Mississippi State College for Women, Columbus.*

JAMES R. MEEHAN, *Chairman, Department of Business Education, Hunter College, New York City.*

**Presiding:** E. C. MCGILL, *President, NABTTI.* Annual Business Meeting of National Association of Business Teacher-Training Institutions.

**Presiding:** ALBERT C. FRIES, *President of UBEA and Head, Department of Business Education, Northwestern University, Evanston, Illinois.*

**Speaker:** DR. WILLARD E. GIVENS, *Executive Secretary of The National Education Association of the United States, Washington, D. C.*

**Subject:** "Education Around the World as Observed on Town Meeting of the Air's World Seminar."

**THIRD GENERAL SESSION**  
Teacher Education  
Saturday  
9:30 a.m.  
Trimble Hall  
(2nd floor)

**BUSINESS SESSION**  
Saturday  
11 a.m.  
Trimble Hall

**LUNCHEON MEETING**  
Saturday  
12:15 p.m.  
Ocean Dining Room  
(2nd floor)

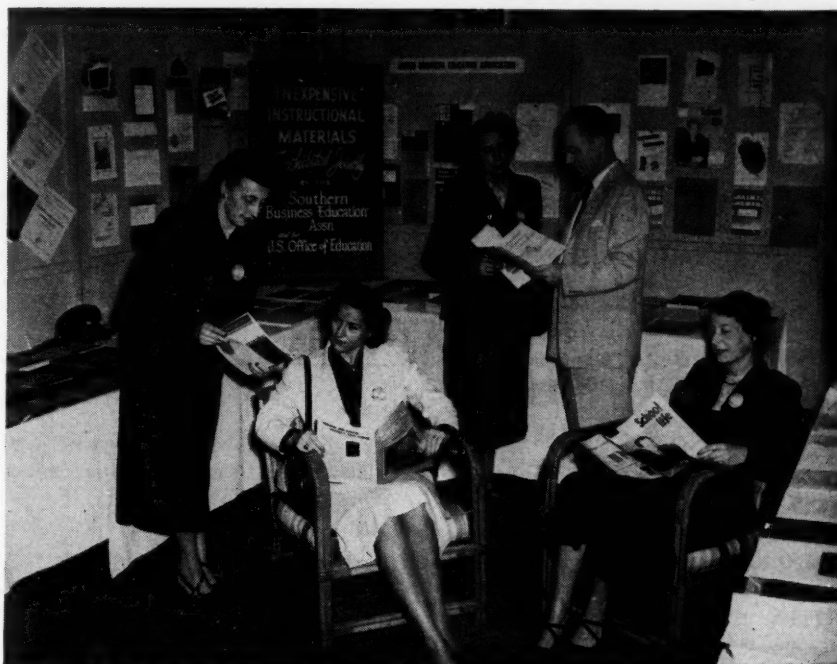


## AFFILIATES IN ACTION

In this section of the UBEA FORUM, affiliated and co-operating associations are presented. The announcements of meetings, presentations of officers, and descriptions of special projects should be of interest to FORUM readers. An affiliated association is any organized group of business teachers on the local, state, or regional level which has officially united its activities with UBEA. A co-operating association is defined as one for which the UBEA National Council for Business Education has established a Co-ordinating Committee.

### Affiliated Associations

Akron Business Education Association  
Alabama Business Education Association  
Arizona Business Educators' Association  
Arkansas Education Association, Business Section  
California Business Education Association  
Chicago Area Business Educators' Association  
Colorado Education Association, Commercial Section  
Connecticut Business Educators' Association  
Delaware Commercial Teachers Association  
Florida Education Association, Business Education Section  
Georgia Business Education Association  
Houston Independent School System, Commercial Teachers Association  
Idaho Business Education Association  
Illinois Business Education Association  
Indiana State Teachers Association, Business Education Sections.  
Inland Empire Commercial Teachers Association  
Iowa Business Teachers Association  
Kansas Business Teachers Association  
Kentucky Business Education Association  
Louisiana Business Teachers Association  
Maryland Business Education Association  
Missouri State Teachers Association, Business Education Section  
Montana Business Education Association  
Nebraska State Education Association, District 1, Business Education Section  
New Jersey Business Education Association  
New Mexico Business Education Association  
North Carolina Education Association, Business Education Section  
North Dakota Education Association, Commercial Education Section  
Ohio Business Teachers Association  
Oklahoma Commercial Teachers Federation  
Oregon Business Education Association  
Pennsylvania Business Educators Association  
Philadelphia Business Teachers Association  
South Carolina Business Education Teachers Association  
South Dakota Commercial Teachers Association  
Southern Business Education Association  
Tennessee Business Education Association  
Texas State Teachers Association, Business Education Section  
Tri-State Business Education Association  
Utah Education Association, Business Education Section  
Washington, Western Commercial Teachers Association  
West Virginia Education Association, Business Education Section  
Wisconsin Education Association, Commercial Section



One of the most popular displays at the Miami convention of the Southern Business Education Association was the exhibit of free and inexpensive teaching materials. The exhibit, sponsored by the Southern Business Education Association and the Business Education Service of the U. S. Office of Education, was arranged under the direction of Clyde W. Humphrey, Specialist for Business Education, U. S. Office of Education. Among the many business educators who inspected the materials and consulted with Mr. Humphrey are the persons shown in the photograph: (left to right) Ida Mae Pieratt, Mississippi Southern College, Hattiesburg, Mississippi; Rachael Hopkins and Noramiae Holland, High School, Miami Beach, Florida; and (Miss) Leslie Wentzel, Miami Edison High School, Miami, Florida, conferring with Mr. Humphrey.

### Western Business Education Assn.

Representatives from California, Idaho, Oregon, and Washington met in the first planning session for the Western Business Education Association at Corvallis, Oregon, on November 26. Temporary officers were elected, a constitution committee was named, and the necessary organizational procedures were established to create the new association.

WBEA is not "just another organization" for business teachers. It was conceived by leaders on the West Coast who have studied professional associations and who believe a regional association will fill the gap between the state and national organizations. WBEA is designed to be an association of state associations. When a business teacher joins one of the affi-

ated state associations, he will hold membership in his regional and national specialized professional groups.

The following officers were elected to serve until the first convention is held: *President*, Theodore Yerian, Corvallis, Oregon; *Vice President*, Marsdon A. Sherman, Chico, California; *Secretary*, Opal H. DeLancey, Moscow, Idaho; *Corresponding Secretary*, M. Fred Tidwell, Seattle, Washington; and *Treasurer*, Harold Williams, Ellensburg, Washington. Bruce Blackstone, Seattle, Washington, is chairman of the Constitution Committee. He will be assisted in preparing the first draft by Dr. Tidwell and Mr. Williams.

Annual conventions are planned with Portland, San Francisco, and Salt Lake City as prospective meeting places.

# AFFILIATES IN ACTION

## California

The Institute sponsored jointly by the Los Angeles and Southern California Sections of the California Business Education Association was held on November 5, 1949, at the Board of Education Auditorium in Los Angeles. The first session consisted of a panel with Mrs. Bessie Kaufman as chairman. Mrs. Kaufman presented the findings of the Committee on Business Education Curriculum Revision which were discussed by the following panel members: Dwane Brice, Plomb Tool Company; Roy Madsen, Helms Bakeries; Fred Kerman, Pacific Mutual Life Insurance Company; and John N. Given, Supervisor of School-Community Vocational Relations, Los Angeles City Schools. Members of the panel also answered questions presented by business teachers in the audience.

A luncheon session concluded the day's program. Guest speaker at the luncheon was Tony Whan, president of the Sales Executive Club. He addressed the group on "What Shall We Teach Today?" Both sessions were received with enthusiasm by approximately three hundred business teachers from Southern California.

## Maryland

The Maryland Business Education Association held its annual luncheon meeting at the Lord Baltimore Hotel on October 29. President Sylvia Wood was the presiding officer.

William H. Hartley, Director of Audio-Visual Education, State Teachers College, Towson, Maryland, addressed the group on the subject, "Vitalizing Business Education through Audio-Visual Aids." Dr. Hartley explained the correct way to show a motion picture and a filmstrip. His explanations were supplemented by showing the motion picture, "A Secretary's Day," and the film strip, "What Is Accounting?" Dr. Hartley also exhibited a series of large charts, mounted on wellum, that can be folded into book form.

The following officers were elected to serve during 1949-50: *President*, Fred Fowble, Milford Mills Junior-Senior High School; *vice president*, Mildred Cromwell, Dundalk Junior High School; *secretary*, Mrs. Elizabeth B. Swisher, Director of YMCA Business College; and *treasurer*, Josephine Wilson, Marlboro Junior-Senior High School.

Thomas M. Greene, Supervisor of Business Education, Baltimore County Schools, is UBEA State Director.

## OKLAHOMA

*Mary Bell, former UBEA Representative from District 5 is president of the Oklahoma Business Teachers Federation. Miss Bell has recently completed the requirements for the doctor's degree which will be conferred by the University of Oklahoma at an early date. She is a member of the staff at Northeastern State College.*

*Other officers of the Oklahoma group for the current year are: Mrs. Richard White, High School, Sapulpa, vice president; and Etha Townsend, Classen High School, Oklahoma City, secretary-treasurer.*

*Robert J. Lowry, Oklahoma A & M College, Stillwater, is the UBEA State Director.*



## Kansas

The Kansas Business Teachers Association held sectional meetings in Topeka, Coffeyville, and Hays during the fall months. The Topeka meeting opened with a breakfast at which Charles W. Corsaut, Manager of Employment Service, spoke on "The Occupational Outlook and Employment Trends." Elvin S. Eyster, Indiana University addressed the group on "Good Teaching—A Challenge to Business Teachers." Another highlight of the day's program was the classroom demonstration directed by John L. Rowe, typewriting editor of UBEA FORUM and a member of the business education staff at Teachers College, Columbia University, New York City.

## Philadelphia

The Philadelphia Teachers Association held its annual conference at Girls High School on December 3. The speaker was Dr. Kenneth McFarland, Superintendent of schools, Topeka, Kansas. Six members of the Philadelphia Business Education Association presented a panel, the chairman of which was Benjamin Kuykendall of the Frankfort High School. The topic of the panel was, "Selling Business Education to the Public, to the School Administration, to Fellow Teachers, and to Students." Members of the association who appeared on the panel were: Helen Callaghan, S. D. Birath, George Mumford, Arthur Hertzfeld, and Edward Blendon.

## Montana

The Montana Business Teachers Association's annual meeting was held in the Palm Room of Hotel Rainbow, Great Falls, October 28, 1949. The business meeting opened at 10:30 a.m. with approximately seventy teachers in attendance.

At noon the group enjoyed luncheon and a social hour after which the program was presented. Harold Leffel, Spokane, Washington; and Charles E. Zoubek of New York City were guest speakers. Grace Phelan, former world's amateur typewriting champion, presented a demonstration through the courtesy of the Royal Typewriting Company.

Officers for the coming year were elected as follows: Mrs. Mary Long, Columbus, *president*; J. W. Geniesse, Miles City, *vice president*; Roberta Depew, Helena, *secretary*; and Ella Nelson, Great Falls, *treasurer*.

Brenda F. Wilson, Montana State University, Missoula, is UBEA State Director.

## Arizona

The Arizona Business Educators' Association held its regular fall meeting in Phoenix on November 3, 1949. Robert Bell, Phoenix Union High School, presided at the meeting.

Officers of the association for 1950 are: *president*, Ruth D. Miller, West Phoenix High School; *vice president*, Ralph C. Asmus, Phoenix College; and *secretary-treasurer*, LaVor Read, Gila Junior College, Thatcher.

Jean Hanna, Phoenix, is the UBEA State Director in Arizona.

## Live Window Display

BY MARIETA SHEALY

The FBLA Chapter of Columbia High School, Columbia, South Carolina, sponsored by Miss Lula B. Royse, took part in American Education Week activities by a "Live Window Display" of the office practice class in a window of one of the leading furniture stores in Columbia.

This class, taught by Miss Elise Etheredge, attracted a great deal of attention and received many favorable comments from the public.

Our projects for the year are: visiting nearby business offices; conducting a follow-up study of graduates of the past five years; inviting business leaders to address our group; and offering secretarial assistance to faculty members.

Officers of the chapter for the 1949-50 school year are: *president*, Dorothy Walker; *vice president*, Betty Jean Crenshaw; *secretary*, Marieta Shealy; and *treasurer*, Nancy Davis.

## Naperville (Illinois) Chapter Receives Charter

BY PHYLLIS STIBBE

Dr. Albert Fries, president of the United Business Education Association, presented the charter to the Naperville (Illinois) High School chapter of FBLA at an impressive dinner meeting on May 12, 1949. Mr. Lester Schloerb, president of the Naperville Board of Education, was the guest speaker. His talk entitled, "Ceiling—Zero, Zero," was interesting and inspiring.

Mr. Hoel, assistant principal of Naperville High School, Mr. William Broeker and Mr. Francis Kellogg, business advisors, were introduced, and guests from the business departments of Downers Grove and Proviso Township High Schools were recognized.

Miss Ona Lemmon and Mr. F. Seville Gaston are the faculty advisors. Kroehler Manufacturing Company and Carl Broeker and Sons are the community sponsors.

Officers of the club for the school year 1948-49 were: *president*, Ken Sovereign; *vice president*, Henry Gierden; *secretary*, Joyce Lindholm; *treasurer*, Joe Bolin; and *reporter*, Phyllis Stibbe.

Officers for 1949-50 are *president*, Mary Lee; *vice president*, Dale Flory; *secretary*, Arlene Yackley; *treasurer*, Vivian Enek; and *reporter*, Mary Ann Brock.



The "live" window display sponsored by the High School FBLA Chapter attracted much attention in Columbia, South Carolina, during American Education Week.

## Fresno Junior College Chapter

The Fresno (California) Junior College Chapter of FBLA was granted a charter on May 9, 1949. The first meetings were chiefly for organizational purposes and to complete plans for the project to be achieved during the coming year.

Local businessmen were invited to speak to us on the qualities of leadership in business, requirements necessary for successful employment in industry, and other related subjects in the field of business. We made a booklet containing the most important ideas concerning business and industry which the various guest speakers presented to our group. A social hour was held after each meeting.

The first initiation ceremony was held for new members on November 1. Twenty-two members were inducted at that service. The following officers were installed at an impressive service on December 6: *president*, Kenneth A. Kafeyan; *first vice-president*, Raymond Hatch; *second vice-president*, Dorothy Green; *secretary*, Virginia Bier; *treasurer*, Fred Milgrom; and *reporter*, Phyllis Daugherty.

Continuing the program we began last spring, we have invited men and women from business establishments located in Fresno to appear on our programs for this year. The social program for the first semester included a Hallowe'en Party and a Pot Luck Supper held in the new sixteen social hall (later in the evening the group attended a school basketball game).

Miss Gertrude S. Stubblefield and Mr. Bradshaw are sponsors.

## Mentor FBLA Chapter

Robert Novak, Mentor High School senior, was installed as state president of the Ohio FBLA Chapter at the annual convention held recently in Terrace Park, Ohio. At the same candlelight ceremony, Mr. Clarence W. Phillips, sponsor of the Mentor FBLA Club, was installed as state high school advisor. Dr. E. G. Knepper, Bowling Green, Ohio, is the state collegiate advisor. George DeVaul and Ralph Wright of the Mentor chapter were delegates to the state convention.

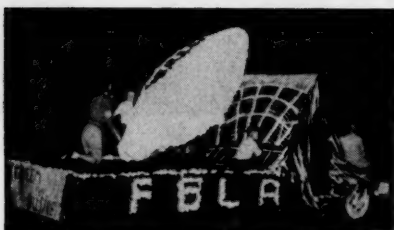
The program committee has secured representatives from local business enterprises to discuss the opportunities, problems, and policies of various fields of business and industry at club meetings. Guest speakers who will participate on the programs are: Miss Adele Blazey of the Ohio Bell Telephone Company and Mr. William Ware from the Cleveland Plain Dealer. Ray Merrill, Beverly Kruger, Robert Novak, and Caroline Logan are members of the program committee.

Social activities scheduled for 1949-50 include the annual Christmas party, the yearly Alumni Night in February, and the FBLA Banquet in May.

Officers of the Mentor chapter are: *president*, George DeVaul; *vice president*, Ray Merrill; *secretary*, Barbara Loomis; *treasurer*, Ralph Wright; and *reporter*, Joyce MacKell.

Members of the various committees are: *Ways and Means*, Ralph Wright, Russel Phillips, Robert Creamer, and Ronald Lingafelter; *Social*, Norma Arnold, Charlene Chapius, and June Peterson. Mr. Clarence W. Phillips and Mr. Paul Leary are sponsors of the club.





### FBLA Wins First Place

BY MARILYN MACRAPIG

The Decatur (Illinois) High School chapter of The Future Business Leaders of America recently took top honors in the high school's homecoming parade.

Our entry was a huge red and white crepe paper football, which carried out the school's colors. The football was approximately 10 feet high. The wooden frame was covered with chicken wire and stuffed with squares of crepe paper. Lacing was put on one side of the football to give it "The Football Look."

The construction of the float required about 12 hours of labor. The work was done at the home of Norma Deakins. Each member of the chapter helped with the construction of the float.

### Proviso FBLA Program for 1949-50

The FBLA chapter began its eighth year at Proviso Township High School, Maywood, Illinois, with the showing of the outstanding courtesy film, "By Jupiter," to a business department assembly in October. The picture, made in Hollywood by professional actors, stresses the importance of courtesy in everyday business situations. At the same assembly, the following officers were installed: *president*, Mary Koerner; *vice president*, Dolores Thoenen; *secretary*, Louise Panzani; *treasurer*, Joyce Lavine; and *financial secretary*, Marilyn Buenger. A brief description of FBLA activities by Mr. Robert Stickler concluded the program.

In November the organization sponsored a field trip through a large mail-order house in Chicago. A World's Champion Typist demonstrated professional techniques in typewriting at the December meeting. The Proviso Players are scheduled to present a business playlet based on an office situation for the January assembly.

Many interesting activities are planned for the second semester. The business law classes will stage a mock trial at the February auditorium program. As a special feature, a court reporter will be present to record every word in shorthand. After reading his notes, there will be a special shorthand demonstration.

In March the members will take a field trip to the Museum of Science and Industry and the Board of Trade. Plans are being made to secure a film concerning telephone manners and instructions from the Bell Telephone Company for the assembly in April. Officers for the 1950-51 school year will be installed at the April meeting.

Honorary and associate members of the chapter and businessmen and personnel directors from local organizations have been invited to attend the annual FBLA picnic in May.

### Initiation Service

The chapter of FBLA at Central High School, Hopewell Township, Pennington, New Jersey, recently held its formal initiation of new members at an assembly program. President Jane Milum welcomed the eleven new members and administered the oath of membership. Pupils taking part in the ceremonies were Gladys Ruth, who presented the meaning of "Future," Doris Seals, who spoke on the term "Business," Claire Belle Monache, who represented "Leaders," and Shirley Hullfish, "America."

Membership cards and bronze pins were presented to the new members by the chapter sponsor, Miss S. Elizabeth Jones.

Principal Royal H. Hintze welcomed the group on behalf of the school and expressed his appreciation for having the FBLA chapter as an active organization in the school. Mr. Hintze was chosen as the honorary member of the year.

Other officers of the chapter are: *vice president*, Gladys Ruth; *secretary*, Doris Seals; and *treasurer*, Claire Della Monache.

### Capitol Hill FBLA

The Future Business Leaders of America at Capitol Hill Senior High School, Oklahoma City, Oklahoma, opened their activities for the season with a Halloween Party at the home of Connie Price, president of the organization. Over forty business pupils attended the party and pledged to become members of the club.

Members of the program committee are: Joan Allen, Peggy Utley, Colleen McPherson, Leta Za Skaggs, and Connie Bell.

Officers of the chapter for the current year are: *president*, Connie Price; *first vice-president*, Peggy Utley; *second vice-president*, Shirley Morrison; *secretary*, Rita Stewart; *treasurer*, Colleen McPherson; *reporter*, Pat Akins; and *historian*, Joan Allen. Mrs. Lamora Lauderdale is sponsor of the club.

### United Front

(Continued from page 44)

ried out to the best advantage by a regional association.

2. *The enlargement of publication services to include the EBTA-NBTA YEARBOOK and the UBEA FORUM.* The Joint Committee believed that considerable additional service would accrue to members if the publication program could be enlarged to include a monthly magazine and a yearbook.
3. *The inauguration of combined membership dues.* The Joint Committee believed that it would be to the advantage of all three associations to combine the membership dues so as to include membership in both the national and the regional associations. The membership solicitation would be by geographical areas to prevent duplication of effort and confusion which is now evident with the three organizations soliciting memberships in the same areas.

A second meeting of the Joint Committee will be held in the spring at which time the question of equitable financing of the program and other problems which present themselves in connection with unification will be discussed.

### The UBEA Plan

The UBEA unification program is designed to appeal to business teachers everywhere. It gives the fullest freedom to every regional, state, and local association and at the same time unites all associations in the greatest forward movement ever undertaken in business education. The program proposes that we shall make ourselves strong as a specialized department of the teaching profession and that we shall use our united strength to go down the line for the things we know are necessary to the success of our objectives in a society that desperately needs better education for business and for economic living.

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## State Membership Chairmen for 1949-1950

### DISTRICT 1—NORTHEASTERN

Connecticut: Pending.  
 Maine: William S. Brawn, Stephens High School, Rumford.  
 Massachusetts: Mary E. Connelly, Boston University, Boston.  
 New Hampshire: Pending.  
 Rhode Island: Pending.  
 New York: Edward L. Cooper, New York State College for Teachers, Albany.  
 Vermont: Pending.  
 Puerto Rico: Mrs. Felicita R. Mendez, Veterans Bureau, Insular Department of Education, San Juan.

### DISTRICT 2—MIDDLE ATLANTIC

Delaware: Betty Talbott, Wilmington High School, Wilmington.  
 District of Columbia: Gladys P. Palmer, Langley Junior High School, Washington.  
 Maryland: Thomas M. Greene, 200 West Saratoga Street, Baltimore.  
 New Jersey: Spencer B. Ames, Battin High School, Elizabeth.  
 Pennsylvania: Pending.

### DISTRICT 3—SOUTHERN

Alabama: Lelah Brownfield, Alabama College for Women, Montevallo.  
 Arkansas: Mrs. J. E. Johnson, High School, Little Rock.  
 Florida: Frances M. McQuarrie, Deland High School, Deland.  
 Georgia: Cameron Bremseth, Georgia State Teachers College, Collegeboro.  
 Kentucky: Vernon A. Musselman, University of Kentucky, Lexington.  
 Louisiana: N. B. Morrison, Northwestern State College, Natchitoches.  
 Mississippi: A. J. Lawrence, University of Mississippi, University.  
 North Carolina: Pending.  
 South Carolina: Eleanor Patrick, 167 York Street, Chester.  
 Tennessee: G. H. Parker, University of Tennessee, Knoxville.  
 Virginia: M. L. Landrum, State Teachers College, Farmville.  
 West Virginia: Pending.

### DISTRICT 4—CENTRAL

Indiana: Forrest Mayer, Ball State Teachers College, Muncie.

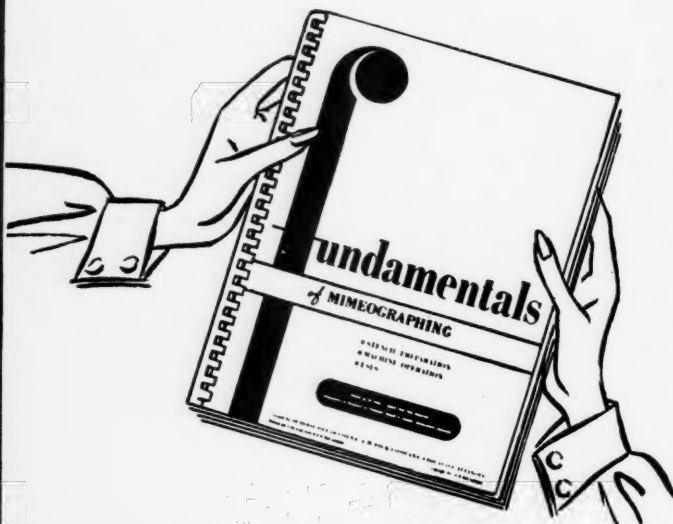
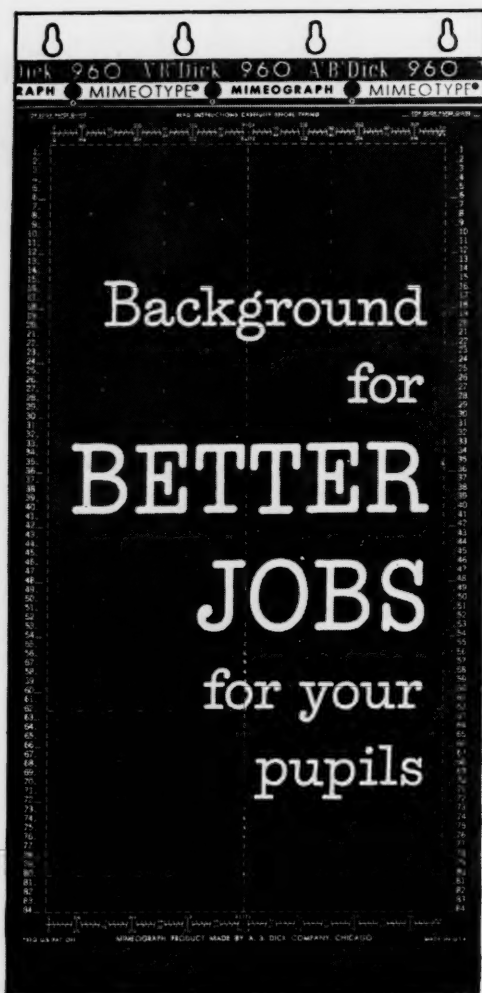
Illinois: Bertrand P. Holley, Eastern Illinois State College, Charleston.  
 Iowa: Paul Thayer, High School, Washington.  
 Michigan: Loren Carmichael, Michigan State College, East Lansing.  
 Minnesota: R. P. Heimerl, University of Minnesota, Minneapolis.  
 Missouri: Lucy Hanley, Cleveland High School, St. Louis.  
 Ohio: Mildred C. Siefert, 4820 East 71st St., Cleveland.  
 Wisconsin: Clemens Wisch, Milwaukee Vocational School, Milwaukee.

### DISTRICT 5—WESTERN

Colorado: Ruth L. Roberts, Colorado A. & M. College, Fort Collins.  
 Kansas: Mary Irene Brock, Wyandotte High School, Kansas City.  
 Montana: Brenda F. Wilson, Montana State University, Missoula.  
 Nebraska: Jane Stewart, University of Nebraska, Lincoln.  
 New Mexico: Floyd W. Kelly, Highlands University, Las Vegas.  
 North Dakota: Alice G. Hansen, Rugby High School, Rugby.  
 Oklahoma: Robert A. Lowry, Oklahoma A. & M. College, Stillwater.  
 South Dakota: Dorothy Hoffer, High School, Brookings.  
 Texas: Eugene H. Hughes, University of Houston, Houston.  
 Wyoming: G. W. Maxwell, High School, Lander.

### DISTRICT 6—PACIFIC

Arizona: Jean Hanna, Phoenix College, Phoenix.  
 California: Mary Alice Wittenberg, 8704 Sixth Avenue, Inglewood.  
 Idaho: D. H. Verry, Southern Idaho College, Albion.  
 Nevada: Mildred Klaus, Reno High School, Reno.  
 Oregon: Clara Voyer, Albany High School, Albany.  
 Utah: Pending.  
 Washington: Emma Glebe, State College, Pullman.  
 Hawaii: A. Keakealani Lee, 2034 Iholena Street, Honolulu.

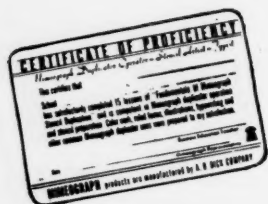


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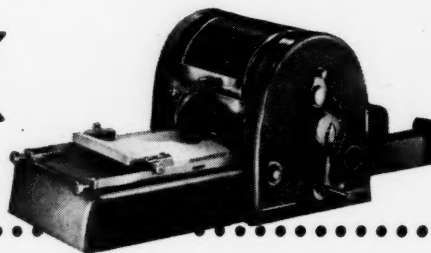
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